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ABSTRACT

This document includes a discussion of the role of career information in career education, guidance, and counseling programs; the National Career Development Guidelines for the high school level, including competencies and indicators; and cross-reference tables to relate Oregon state standards, national guidelines, and state and national career information resources. Sample programs and activities from around the state of Oregon make up the largest section of the document and include information on career education classes, career education units in a required course, counselor-directed activities, guide-guidees programs, the career center approach, and independent student projects. The materials include goal statements, course outlines, lesson plans, and worksheets. The final sections of the document describe 2 Oregon career information resources and 10 national career information resources. Appendices provide a list of National Career Development Guidelines counselor competencies at the high school level; Oregon labor market statistics; and brief descriptions of eight model high school career guidance and counseling programs in Oregon. (CML)

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SCHOOLWORK, LIFEWOR

Integrating Career Information into High School Career Development Programs

A Joint Effort by
the Oregon Occupational Information
Coordinating Committee
and the Oregon Career Information System

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Introduction

The opportunity is here, in some schools for the first time, to create comprehensive career development programs and integrate them into the curriculum. In the past year, the Oregon Department of Education has placed increased emphasis on monitoring districts' compliance with state standards, including those in career education, career development, and guidance and counseling. The National Occupational Information Coordinating Committee has prepared National Career Development Guidelines.

In the 1970s, career education programs sprouted up in schools throughout the state: the Oregon Board of Education adopted standards for public schools related to career education, career development, and guidance and counseling, and the Teacher Standards and Practices Commission (TSPC) instituted a career education requirement for prospective teachers at Oregon's colleges and universities. By the early 1980s, however, TSPC had removed that requirement, and most teachers entering Oregon classrooms had little or no preparation in career topics.

In the past year, the Oregon Department of Education has again stepped into a strong leadership role to improve public school career programs, and school administrators, counselors, and teachers have responded enthusiastically. Other trends in Oregon, such as the drive for excellence in education, declines in vocational program enrollment, and serious school district budget problems, have highlighted the importance of guidance and counseling, particularly in the area of career development.

The Oregon Occupational Information Coordinating Committee (OOICC) and the Oregon Career Information System (CIS) have been active participants in this revival of concern for career education. OOICC has worked closely with the Oregon Department of Education to help educators understand the changes occurring in the economy and the workplace and to make educators aware of the variety of national, state and local labor market information resources available for use in career development programs. CIS has long advocated the use of career information not only in career guidance and counseling programs, but also throughout the school curriculum. The Oregon CIS Director has been a key member of state level advisory and steering committees focusing on strengthening career development, guidance and counseling for the past four years.

The climate in Oregon is perfect for improving career guidance and counseling programs. School counselors and administrators in Oregon are starting to design

new curricula to meet the state standards; teachers and counselors are concerned with understanding career development concepts and providing relevant instruction and experiences for students. The National Career Development Guidelines offer ways to evaluate student performance that can be useful in the many kinds of programs found in our state. This book is designed to present the National Career Development Guidelines and to serve as a reference tool for using career information in comprehensive career development programs.

This book includes a discussion of the role of career information in career education, guidance and counseling programs, the National Career Development Guidelines (the competencies and indicators at the high school level), cross-reference tables to relate state standards, national guidelines, and state and national career information resources. Sample programs and activities from schools around the state make up the largest section of the book: such materials as goal statements, course outlines, lesson plans, and worksheets are included. A section at the end of the book describes the resources available for planning career development programs and tells where to find them.

We hope you will find this publication useful and make it a part of your planning process.

Section 1

The National Career Development Guidelines for the High School Level

To help create comprehensive and effective career development programs, the National Occupational Information Coordinating Committee (NOICC) has developed the National Career Development Guidelines. The impetus for this achievement came from states, professional associations and the Carl Perkins Vocational Education Act.

The National Career Development Guidelines serve as the basis for the development of state and local standards at five educational levels and provide a framework for program review and improvement. The guidelines contain specific student or client competencies and performance indicators, counselor qualifications and competencies needed to deliver the programs, and institutional capabilities essential for providing quality programs at each level.

Implementation of the guidelines will

- Strengthen career development.
- Help students meet the goals identified in the competencies.
- Set up a structure for review and evaluation within career development programs.
- Help counselors identify topics for their own continuing education to become better able to serve their students or clients in career development areas.
- Provide ways for institutions to gauge their own capacities for creating and maintaining career development programs.

Guideline modules have been developed at five educational levels:

1. Elementary
2. Junior/Middle School
3. High School
4. Postsecondary
5. Community and Business Organizations (Adult)

This publication deals with the High School level only. For information about the guidelines for the other levels, contact Nancy Hargis, Oregon SOICC Director, 875 Union St. N.E., Salem, Oregon, 97311, 378-8146.

Twenty-one states are presently receiving funds from NOICC to implement the guidelines in local sites. NOICC will collect and publish the experiences of selected sites. These case studies will help others planning to implement the guidelines use proven techniques and avoid pitfalls.

The following student competencies and indicators are from the National Career Development Guidelines for the high school level. Indicators related to career information are shown in bold type.

Competency I. Understanding the influence of a positive self-concept on career development.
--

The student will--

1. Identify and appreciate interests, abilities, strengths, weaknesses, and other characteristics that are unique about him or herself.
2. Receive feedback from peers regarding personal characteristics and grow in achieving a realistic perception of self.
3. **Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.**
4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

Competency II: Interpersonal and social skills required for positive interaction with others.

The student will--

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions, and ideas in an appropriate way.

Competency III: Understanding of the interrelationship of emotional and physical development and career decision making.

The student will--

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.
3. Demonstrate control of emotions and ways in which they are expressed.
4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within him or herself and others.
5. Implement appropriate coping skills when dealing with conflicts and stress.
6. Exhibit behaviors that are important in maintaining good physical and mental health.

Competency IV. Understanding of the interrelationship between educational achievement and career planning, training, and placement.

The student will--

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.
2. Relate achievement of academic and vocational skills to personal interests.
3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.
5. Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.
6. Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.
7. Relate essential learning skills to skills required in the work environment.
8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

Competency V. Positive attitudes toward work and learning.

The student will--

1. Identify the positive contributions careers make to society.
2. Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.
3. Demonstrate a positive attitude toward work as an integral part of one's life.
4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

5. Demonstrate responsibility for work attitudes and habits in education and work situations.
6. Demonstrate positive work ethics and attitudes.

Competency VI. Skills for locating, evaluating, and interpreting information about career opportunities.

The student will--

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.
2. Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Use various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).
4. Discuss the concept of career ladders as related to different levels of work in a career area.
5. Examine the aspects of self-employment, entrepreneurship as a possible form of employment.
6. Establish contacts with individuals working in a selected occupation who might be information resources, role models, or mentors.
7. Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.
8. Identify employment trends as they relate to training programs and employment in the state and local community.
9. Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.

Competency VII . Skills for preparing, locating, obtaining, maintaining and advancing in a job

The student will--

1. **Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.**
2. Demonstrate educational and vocational skills required for a full- or part-time job.
3. **Demonstrate skills and behaviors necessary for a successful job interview.**
4. **Develop skills in preparing correctly a resume and complete job application.**
5. Identify employers for specific occupations and job openings.
6. Demonstrate employability skills necessary for entry into the labor market.
7. **Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.**
8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.
9. Demonstrate an understanding that job opportunities often require relocation to another city or state.
10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

Competency VIII. Understanding of how societal needs and functions influence the nature and structure of work.

The student will--

1. Describe the importance of careers as they affect values and life styles.
2. **Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.**

3. Differentiate among career opportunities on the basis of their contributions to the needs of society.
4. **Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.**
5. List the community's major employers, the goods or services they produce, and their overall impact on members of the community.
6. **Demonstrate an understanding of the global economy and how it affects each individual.**

Competency IX: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will--

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Accept responsibility for the consequences of decisions.
3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.
4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
5. **Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.**
6. **Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.**
7. Demonstrate the effective use of time, effort, and resources in making decisions.
8. Identify alternate courses of action in a given decision-making situation.
9. **Project and describe factors that may influence educational and career decisions.**
10. **Relate the choice of high school and postsecondary courses to a career and educational plan.**

11. Predict the effect one's career decisions may have on significant others and life styles.

Competency X: Understanding of the interrelationship of life roles and careers.

The student will--

1. Acquire a basic knowledge of life cycles and corresponding life styles.
2. Describe factors that determine life styles such as socio-economic status, culture, values, career choice, and work habits.
3. Describe ways in which one's career choice may affect future life style.
4. Explain the contribution of a career to a balanced and productive life.
5. Describe ways in which roles in work, family, and leisure are inter-related.
6. Examine different career patterns and their potential effect on family patterns and life styles.
7. Describe the importance of leisure activities in relation to careers.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

Competency XI: Understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will--

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.
3. Develop attitudes, behaviors, and skills that contribute to the elimination of sex stereotyping and sex bias.
4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.

5. Describe problems, adjustments, and advantages of entering a nontraditional occupation.

Competency XII. Skills in career exploration and planning.

The student will--

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire occupational-related skills through volunteer experiences, part-time employment, and/or cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training, and continuing education benefits.

Section 2

The Role of Career Information in a Comprehensive Career Development, Guidance and Counseling Program

Career information helps people of all ages learn about the world of work and its relationship to their educational and career goals. The labor market is changing rapidly, so it is important that the information be as current, as local, and as accurate as possible. As businesses strive to become competitive in world markets, new technologies develop requiring new skills, new relationships become necessary between workers and managers, and pay and benefits change. To be ready to join today's workplace, people making decisions about careers need to learn about these new developments.

Oregon's Changing Economy

Oregon's economy has changed dramatically in the past ten years. These changes are permanent, structural shifts that affect everyone. Examples of these changes include:

1. The shift from goods-producing to service-producing employment.
 - Between 1979 and 1988, employment in manufacturing industries dropped by 6.2%.
 - Lumber and wood products, traditionally one of the largest employers the state, lost 15.4% or 12,500 jobs.
 - Non-Manufacturing industries gained more than 110,300 jobs.

- The most growth (40.3% rate of increase) occurred in the Service industry, where 74,900 jobs were created.
 - Overall, the number of jobs in goods-producing industries decreased (by 10.3%) and the number of jobs in service-producing industries increased (by 16.2%).
2. The restructuring and down-sizing of large firms and the new job creation power of small firms.
 3. Changing the work environment so that there are fewer work rules and more generalized job descriptions.
 4. The need for more multi-skilled and higher-skilled occupations.
 5. The dislocation of thousands of Oregon's traditional workforce and the need to continually retrain the existing workforce.

The days have vanished when an unskilled high school drop-out (or even a high school graduate) could easily find secure, high-paying employment in the state's natural resource based industries. The new jobs tend to be in professional/technical, managerial and sales occupations. The skill shift toward professional/technical occupations has been dramatic. From 1979 to 1986, over 57,000 new professional/technical jobs were created. People with low levels of education or few skills may find themselves out of work or with little ability to earn an adequate living in the changing Oregon economy.

Jobs in the future will clearly require a new set of skills, especially flexibility and the ability to communicate, cooperate and learn. The table that follows this section, "The Changing Workplace: Two Models," describes some of the important ways in which the workplace of the 1990s differs from that of the past. Career information will continue to play a vital role in career development programs as educators and students attempt to keep up-to-date with the changing economy.

Working with the State Standards and National Guidelines

The dramatic shifts in today's job market make it especially important that people setting career goals or contemplating career moves understand not only the dynamics of the market and work place, but also how their plans for education and training fit the current requirements of an occupation. One way to provide that help is to integrate career information into school curriculums. The State of Oregon has re-emphasized its standards for career education, and the National Occupational Information Coordinating Committee has released National Career Development Guidelines to help schools and agencies develop comprehensive career education, guidance, and counseling programs.

The National Guidelines address several levels of a career development program: on the student level, the Guidelines provide competencies and indicators to measure performance and understanding. At the staffing level, the Guidelines include a list of "counselor competencies" to indicate areas in which counselors need to be knowledgeable. On the program planning level, the Guidelines offer suggestions for how to set up a lasting, comprehensive career education program with solid administrative and community support.

The parts of the guidelines that can be addressed with career information are shown in bold type in Section 1. (That section also shows a complete listing of the Guidelines' competencies and indicators at the high school level.) The matrix in the center of this book matches the student competencies in the Guidelines with the relevant state standards.

To understand the possibilities for using the state standards and National Guidelines together, consider a comprehensive career development program as a house to be built. The state standards provide a kind of "building code" for program quality and structure. The particular house, however, can and must be built uniquely for the family who will live in it. The National Guidelines, in offering suggestions for steering and advisory committees, provide a way to get caring people involved in the design to make sure it will be appropriate to the needs it must serve. The student competencies and indicators in the Guidelines provide a way to discuss the hard-to-grasp levels of satisfaction experienced by the people living in the house. Career information, of course, provides the furniture essential for meeting individual needs.

An Overview of the State Standards

Oregon Standard 581-22-316 requires one-half unit (65 hours of instruction) of career development for each student during grades 9 through 12. These instructional hours must include experiences designed to assist them to: 1) evaluate previous career-related experiences; 2) explore areas of interest and aptitude in depth; and 3) make tentative decisions in keeping with their career goals.

Oregon Standard 581-22-405 requires that each school district implement plans for career education with goals for each instructional program. Each district shall provide career-related activities for every student through each instructional program at every grade level, K-1 through 12. This infusion is demonstrated by the inclusion of career-related goals in the planned course statements for every required and elective course in grades 9-12.

Oregon Standard 581-22-702 requires that each school district have a coordinated guidance and counseling program to support the educational and career development needs of students. Districts are required to adopt program goals to assist students in reaching this potential. Each high school student is required to have a four-year education plan, updated annually, to coincide with their developing career and educational plans and actual educational attainments.

Oregon Standard 581-22-201 sets forth six goals for the public schools. These goals are designed to assure that every student shall have the opportunity to learn to function effectively in six life roles: **INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER and FAMILY MEMBER.** The **PRODUCER** role involves the development of knowledge, skills and attitudes necessary for successful participation in the workplace. Oregon students will learn:

- Of the variety of occupations;
- To appreciate the dignity and value of work, and the mutual responsibilities of employees and employers;
- To identify personal talents and interests;
- To make appropriate career choices;
- To develop career skills.

Oregon Standard 581-22-602, related to Assessment and Evaluation, requires that each school district shall maintain records to identify each student's progress and needs. These records are to include general educational progress in personal, social and career development.

Effective Use of Career Information

In Oregon, people receive career information primarily through the Career Information System (CIS). CIS is delivered through a variety of media--books, Needle-Sort decks, microcomputers, and mainframe computers. People using the Career Information System have access to information on many topics, including occupational descriptions, working conditions, outlook and wage information, employment estimates and projections, education, training and skill requirements, licensing requirements and apprenticeship possibilities. Descriptions of programs of study and information about state and national schools and training programs are available as well. CIS also has a Visit File with names, addresses and phone numbers of people who are willing to spend time talking with students interested in their area of work. Students currently seeking jobs may be interested in the Job Search File, which includes topics such as researching employers, writing a resume, and interviewing.

In order to be most effective, career information must be fully integrated into the curriculum at each grade level and into the guidance and counseling program. It must be used on a regular basis by students throughout high school: one ninth-grade experience with a microcomputer system is not enough! And, old materials must be removed regularly to ensure students are getting the most current information available.

Roles of the School Staff

Career information can be the cornerstone of career planning and decision-making, and school personnel are vital players in the process of getting that information to students. Although their roles may overlap, major responsibilities for career information can generally be divided as follows among counselors, teachers, and administrators:

Counselors

1. Supervise organization and operation of a career center.
2. Select career information resources to be available in the career center.
3. Emphasize the importance of career planning and decision-making to students.
4. Interpret career information resources for students, parents and faculty members.
5. Consult with teachers on ways to integrate career information into the classroom.
6. Administer and interpret aptitude, interest and achievement tests to students. Help students relate test results to careers.

Teachers

1. Use career information in their regular classes, not just in the career education class.
2. Help students relate their career goals to their class work and to individualized projects or research.
3. Refer students to community members who could provide personal information on specific careers.

Administrators

1. Provide a budget sufficient to maintain high quality, current career information resources in quantities sufficient to assure students will have adequate access to them.
2. Provide time for counselors and teachers to develop curriculum materials, attend training sessions on career information delivery systems, and participate in conferences and seminars on the changing workplace.
3. Support counselor and teacher efforts to improve the career information component of the guidance and counseling program.

The Changing Workplace: Two Models

	Mechanical/ Industrial Model	Information/ Systems Model	Educational Issues
Work Design	Functional responsibility	Systems of production	Emphasize human resources; "social good" and "profit" go together.
Production	Management-controlled	Worker- and work group- controlled	Problem solving/people skills; understanding production processes.
Worker	Machine operator	Technological problem- solver	Develop "professional technical worker." More math, science and logical thinking skills are needed.
Manager	The boss tells workers what to do	Leader sets goals and provides support	New kinds of management and worker-training programs are needed.
Technology	Mechanical worker; labor-intensive	Work team uses technology	Understand and use technology; create new technologies and approaches. Entrepreneurial skills are useful.
Job Classification	Segmented, detailed job descriptions	Generalized work teams and job descriptions	Value of work, pay equity, equal opportunities; employee flexibility and attitude are important.
Compensation	Job-based	Skill-based	"Pay for knowledge" compensation systems.
Training	Job-specific/short term	Multi-skill/changing	"Liberal arts" technician/cross training/lifelong learning/ retraining.
Evaluation	Manager-based	Peer-based	Objectivity, communication, cooperation.
Communication	Top down/hierarchical	Networking/horizontal	Open communication, teamwork.

Section 3

Cross-Reference Tables

This section includes two cross-reference tables to help you use career information effectively. The first matches Oregon career information resources to the relevant parts of the National Guidelines and State Standards; the second does the same with national career information resources. For descriptions of the resources listed, see Sections 5 and 6 in this book.

Oregon Career Information Meets the National Guidelines: a Cross-Reference Table for Curriculum Planning

The indicators listed below are those that are most directly tied to the use of career information.
You may be able to use career information indirectly to help fulfill other parts of the National Guidelines.

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		QUEST	SCHOOL SORT	Assessment LINK	OCCupations	PROGrams	SCHools	Financial AID	MILitary	Entrepreneurship	Job Search	EMPLOYers	VISIT	INDustry	Micro-SKILLS	High School Planner	Oregon Careers	RELEVANT STATE STANDARDS
I:3	Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.	X																316; 702(1)(a) (B)&(C)
IV:3	Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.	X			X										X			316; 405
IV:5	Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.				X	X											X	316; 405 702(1)(a)(C)
IV:6	Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.														X			
IV:8	Formulate educational plans that reflect continued learning directed toward achieving career goals.		X		X	X	X	X								X		316; 702(1)(a)(D); 702(2)(d)
V:2	Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.				X												X	405
VI:1	Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.	X	X	X	X											X		316; 405

*(Oregon Career Information Meets the
National Guidelines: a Cross-Reference
Table For Curriculum Planning)*

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)	QUEST	SCHOOL SORT	Assessment LINK	OCCupations	PROGrams	SCHools	Financial AID	MILitary	Entrepreneurship	Job Search	EMPLOYers	VISIT	INDustry	Micro-SKILLS	High School Planner	Oregon Careers	RELEVANT STATE STANDARDS
VI:2 Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	316; 405
VI:3 Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).	X		X	X			X						X				
VI:5 Examine the aspects of self-employment, entrepreneurship as a possible form of employment.								X									316
VI:6 Establish contacts with individuals working in a selected occupation who might be information resources, role models, or mentors.											X						405: 702(1)(a)(G)
VI:7 Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.				X												X	
VI:8 Identify employment trends as they relate to training programs and employment in the state and local community.				X												X	
VI:9 Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.	X			X												X	
VII:1 Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.									X	X							

(Oregon Career Information Meets the
National Guidelines: a Cross-Reference
Table For Curriculum Planning)

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		QUEST	SCHOOL SORT	Assessment LINK	OCCupations	PROGrams	SCHools	Financial AID	MILitary	Entrepreneurship	Job Search	EMPLOYers	VISIT	INDustry	Micro-SKILLS	High School Planner	Oregon Careers	RELEVANT STATE STANDARDS
VII:3	Demonstrate skills and behaviors necessary for a successful job interview.									X								405
VII:4	Develop skills in preparing correctly a resume and complete job application.									X								316; 405
VII:7	Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.				X													316; 405
VIII:2	Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.				X													702(1)(a)(D)
VIII:4	Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.				X									X			X	
VIII:6	Demonstrate an understanding of the global economy and how it affects each individual.				X												X	316
IX:5	Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.				X	X	X	X		X								316; 702(1)(a)(A)&(D)
IX:6	Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.							X										
IX:9	Project and describe factors that may influence educational and career decisions.	X	X		X												X	316; 405
IX:10	Relate the choice of high school and postsecondary courses to a career and educational plan.														X			316; 702(1)(a)(D)

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		QUEST	SCHOOL SORT	Assessment LINK	OCCupations	PROGrams	SCHools	Financial AID	MILitary	Entrepreneurship	Job Search	EMPLOYers	VISIT	INDustry	Micro-SKILLS	High School Planner	Oregon Careers	RELEVANT STATE STANDARDS
XII:2	Acquire knowledge of postsecondary vocational and academic programs.				X													316; 702(1)(a)(C)
XII:3	Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.														X			316; 702(2)(d)
XII:4	Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.			X													X	405
XII:5	Use school and community resources to explore education and career choices.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	316; 405; 702(1)(a)(G)
XII:6	Describe the costs and benefits of self employment.								X									316

National Career Information Meets the National Guidelines: a Cross-Reference Table for Curriculum Planning

The indicators listed below are those that are most directly tied to the use of state career information resources.
You may be able to use career information indirectly to help fulfill other parts of the National Guidelines.

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections and Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Occupational Classification Manual	Standard Industrial Classification Manual	RELEVANT STATE STANDARDS
1:3	Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.				X		X				316; 702(1)(a)(B)&(C)
IV:3	Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.										316; 405
IV:5	Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.	X	X	X	X		X				316; 405; 702(1)(a)(C)
IV:6	Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.	X				X	X				
IV:8	Formulate educational plans that reflect continued learning directed toward achieving career goals.										316; 702(1)(a)(D); 702(2)(d)
V:2	Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.	X	X		X	X	X		X		405
VI:1	Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.										316; 405

(National Career Information Meets the
National Guidelines: a Cross-Reference
Table For Curriculum Planning)

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections and Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Industrial Classification Manual	Standard Occupational Classification Manual	RELEVANT STATE STANDARDS
VI:2	Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.	X	X	X	X		X				316; 405
VI:3	Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).					X	X		X	X	
VI:5	Examine the aspects of self-employment, entrepreneurship as a possible form of employment.	X	X				X				316
VI:6	Establish contacts with individuals working in a selected occupation who might be information resources, role models, or mentors.	X	X								405; 702(1)(a)(G)
VI:7	Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.	X	X	X	X			X			
VI:8	Identify employment trends as they relate to training programs and employment in the state and local community.										
VI:9	Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.	X	X								
VII:1	Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.	X	X	X	X			X			

(National Career Information Meets the
National Guidelines: a Cross-Reference
Table For Curriculum Planning)

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)	Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections and Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Industrial Classification Manual	Standard Occupational Classification Manual	RELEVANT STATE STANDARDS
VII:3 Demonstrate skills and behaviors necessary for a successful job interview.	X	X				X				405
VII:4 Develop skills in preparing correctly a resume and complete job application.	X									316; 405
VII:7 Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.	X	X	X							316; 405
VIII:2 Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.	X	X				X				702(1)(a)(D)
VIII:4 Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.										
VIII:6 Demonstrate an understanding of the global economy and how it affects each individual.	X	X				X				316
IX:5 Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.	X	X	X		X					702(1)(a)(A)&(D) 702(1)(a)(A)&(D)
IX:6 Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.	X									
IX:9 Project and describe factors that may influence educational and career decisions.	X	X	X	X		X	X			316; 405
IX:10 Relate the choice of high school and postsecondary courses to a career and educational plan.	X	X	X		X					316; 702(1)(a)(D)

(National Career Information Meets the
National Guidelines: a Cross-Reference
Table For Curriculum Planning)

INDICATORS FOR THE NATIONAL CAREER DEVELOPMENT GUIDELINES (HIGH SCHOOL LEVEL)		Occupational Outlook Handbook	Occupational Outlook Quarterly	Occupational Projections and Training Data	Military Career Guide	Dictionary of Occupational Titles	Guide for Occupational Exploration	U.S. Industrial Outlook	Standard Industrial Classification Manual	Standard Occupational Classification Manual	RELEVANT STATE STANDARDS
XII:2	Acquire knowledge of postsecondary vocational and academic programs.	X	X	X	X		X				316; 702(1)(a)(C)
XII:3	Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.	X	X		X		X				316; 702 (2)(d)
XII:4	Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.	X	X		X		X	X			405
XII:5	Use school and community resources to explore education and career choices.	X	X		X		X				316; 405; 702(1)(a)(G)
XII:6	Describe the costs and benefits of self employment.	X	X				X				316

Section 4

Program Types, Real Programs, and Sample Materials

This section provides goal statements, course outlines, and student worksheets from a variety of schools and school districts in Oregon. In the fall of 1988, the Oregon Occupational Information Coordinating Committee began a search for activities in use in Oregon schools that would help fulfill both the state standards for career education and the National Career Development Guidelines. The programs represented in this section include high schools (and one junior high) with enrollments from 175 to 1,605 students. They are not necessarily "model programs" in the sense that they are ideal or perfect; rather, they represent the sincere efforts of many different people with the same goal: to prepare students to make informed choices about their educations, their careers, and their life roles.

To help the reader locate relevant ideas, the section is organized into program "types:" career education classes, career education unit in a required class, central career center, counselor-directed activities, independent student projects, and career education infused in the curriculum.

A page at the beginning of each category explains the program type and lists the schools included under that type. Most of the schools do not fit neatly into one program type. Rather, programs and their materials have been placed in a category based on the focus of the particular materials that school has provided. We have also cross-referenced the schools to the other program types to highlight the variety of approaches used.

In the process of organizing these materials, we have made two observations worth noting. First, no single approach to the delivery of career development and guidance services can adequately address the needs of the students. The more varied the approaches, the more comprehensive the program, the greater the op-

portunities to strike a chord with each student about the connection between education and the world of work during their high school years. Second, for the infused program type, we did not find an existing program that fit satisfactorily, so that category consists of the explanation page only. Several of the schools do rely on infusion for specific components of their programs, but none rely on the infusion model for their primary delivery. Oregon State Standard 405 requires infusion in all curriculum areas. How completely this standard is being addressed remains a question.

For each individual school, a page summarizes its program, lists its sample materials, and identifies the state standards and national guidelines it addresses. We have left the sample materials close to their original format and, where possible, included some explanatory notes on their use. A few of the programs are also State Model Programs (see Appendix C). These are identified with a star next to the school name.



Career Education Class

Many schools conduct career education classes to meet the Oregon State Standard 316, requiring 1/2 unit career development for graduation. These classes are often full semester courses taught at ninth, tenth, or eleventh grade. However, many schools are choosing to split the curriculum into ninth and eleventh or tenth and twelfth grade sequences. In this way topics appropriate to the developmental stage of the students can be presented in a timely fashion.

Teachers come from a variety of disciplines. Some districts have teachers specifically assigned to career education. Most rely on teachers assigned from a variety of departments. Counselors teach these classes in some schools. Assignment of enthusiastic instructors, well prepared in the subject matter, continues to be one of the most difficult aspects of delivering an excellent career development experience in a career education class.

The typical curriculum covers self awareness and assessment, occupational exploration, goal setting, educational and life planning, job search skills, and general economic and labor market topics.

Sample Materials:

- J.B. Thomas Junior High School 33
- Grade Nine - Self Awareness and Career Exploration Process
 - Occupational Trends for the Future: Worksheet
 - Occupational Trends for the Future: Group Discussion
 - Occupational Evaluation
 - Interview Questionnaire
 - Opting for Success
 - Oregon Colleges Information Report
- ★ Enterprise High School 42
- Career Education Course Content (Grade 10)
 - Career Education Job Analysis
 - Occupational Evaluation
 - Career Education Assignment Guide (Grade 12)
 - Liberal Arts or Specialized Skills?
 - Decision Time: Work or School?
 - Labor Market Trends Research
 - Spotting Labor Market Trends
 - Making the Job Outlook More Meaningful
 - Post-High School Planning

See Also . . .

**Career Education Class
as a Secondary Strategy:**

- Taft High School 105
- Tigard High School 139

J. B. Thomas Junior High School

Contact: Larry Veltrie or Steve Sayre
J.B. Thomas Junior High School
645 N.E. Lincoln Street
Hillsboro, OR 97124
640-8939

School Enrollment: 917

Counselor/Student Ratio: 1:260

Program Summary: At J.B. Thomas Junior High School, plans for future education and employment start in the 8th grade. By 9th grade, students have completed a four-year plan. The 9th grade career education class continues this planning with a self-awareness and career exploration process that begins with QUEST. Students research two occupations from their QUEST list and then get together with other students in the class to compare information. Each student also completes an interview with a person from the community about a career.

At the end of the self-awareness and career exploration process, students re-evaluate their four-year plans and research opportunities for postsecondary education.

Sample Materials: Grade Nine - Self Awareness and Career Exploration Process;
Occupational Trends for the Future: Worksheet;
Occupational Trends for the Future: Group Discussion;
Occupational Evaluation;
Interview Questionnaire;
Opting for Success;
Oregon Colleges Information Report.

State Standards: 702(1)(a)(B),(2)(d).

National Guidelines: VI.1, .2,.6; XII.2, .5

Career Information Resources:

Micro-CIS, *Oregon Careers*

Grade Nine - Self Awareness and Career Exploration Process

- A) Self Awareness - During the first week of class each student looks over the CIS list of Oregon occupations. Students jot down two occupations they would research. They then do QUEST. If their occupations are not on the list, the students ask "WHY NOT." This information is turned in for credit.
- B) Each student individually researches their particular occupation. (see attached question sheet) A variety of helpful information is obtained. Examples, include student aptitudes, skills, required courses and employment outlook.
- C) Students form groups of occupational clusters. Each cluster group reports to class members about jobs available, average income, aptitudes and training, and preparation recommended. Students take notes on provided information. Salary, training and outlook information can then be compared.
- D) Students receive five names of community members who they could visit or call about their occupation. Students use worker interview form (see attached) to ask pertinent questions.
- E) Students fill out a four-year high school plan form and answer questions on the college sheet. At the end of this unit, each student reports to the other students, who take notes on tuition, admission requirements, GPA required, and course needed.

Occupational Trends for the Future: Worksheet

1. According to trends in the year 2000, considerable job growth will occur in which three occupations? Which three occupations will show a decline?
2. Of the new full-time jobs that pay a higher than average wage, most will require post high school training. Name the seven training areas that will be available.
3. According to Oregon economic trends in the year 2000, increased foreign and domestic competition will force employees to do what three things?
4. What three effects will limited or declining employment opportunities have on Oregon?
5. What three factors have led to the increase in the number of businesses owned by women?
6. What three reasons, according to the Bureau of Labor Statistics, account for the earnings gap between men and women?
7. What are the five emerging support service needs of women in the labor force?
8. Name three problems affecting younger workers with the expected older and more experienced labor force.
9. Work life in the year 2000 will be the result of trends and counter trends. Name three trends that will lead to a lack of job security.
10. Additional trends point to a more secure work life. Name these three job security trends.

Occupational Trends for the Future: Group Discussion

1. What will living in Oregon be like in the year 2000? Things to consider: a) where will people live; b) what will be the standard of living; c) how much money will people make; d) what effects will jobs have on their life style?
2. What will men and women be doing in the year 2000? Things to consider: a) marriage and divorce rates; b) standard of living; c) population centers where will people live; d) more women in the work force than ever; and child care.
3. What role will colleges and technical schools have in the year 2000? Things to consider: a) course offerings; b) expenses of college; c) college admission requirements; d) what colleges to attend.

Occupational Evaluation

Name _____ Date _____

1. Title of Occupation _____
2. In two sentences describe what you would do: _____

3. What are three aptitudes you need? _____

4. What is the work setting like? _____

5. What are the hiring practices? _____

6. What are the wage opportunities? List average, minimum, maximum _____

7. What is the outlook? What does the outlook depend on? _____

8. What three skills fit this occupation? _____

9. What training and preparation is recommended? _____

10. List four high school classes you could take for preparation. _____

Interview Questionnaire

Job Title _____

Male or female? (You shouldn't need to ask this one!) _____

How many years have you been in this job? _____

What is your educational history? _____

If you had your educational years to live over again, what would you do differently? _____

What advice would you give me as I begin my career search and preparation? _____

What do you like best about your job? _____

What do you like least about your job? _____

Do you foresee a career change before you retire? _____

If so, to what type of work? _____

Opting for Success

Name _____ Date _____ Period _____

Salary (Wages)/Training Activities

I. Select the type of jobs you will be analyzing by training needed for the job. Choose one of the following:

- (1) On-the-job training
- (2) Certificate/Associate
- (3) Bachelor's
- (4) Doctorate

A. List your training category here: _____

B. List the titles of ten jobs from your training category and wages per hour below.

Job Title	Training Category	Dollars/Hour
Example: Elementary School Teacher	Bachelor's	\$8.00 per hour
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

Calculate average dollars per hour for the ten jobs:

II. Compare your training category and your average dollars per hour with those of other students. Complete the information below.

Training Category	Average Dollars per Hour
On-the-Job Training	= _____
Certificate/Associate	= _____
Bachelor's	= _____
Doctorate	= _____

III. After analyzing salary and training, meet in your groups to answer the following questions:

1. What category is paid the least?
2. What category is paid the most?

IV. Why do you suppose some jobs pay more than others? (Write your own answer to this question below.)

Oregon Colleges Information Report

Name _____ Date _____

Write in the names of the three colleges and/or universities you researched, then fill in the following information for each:

1. Address and phone number			
2. Contact person			
3. What provisions can they make for overnight lodging to see the campus?			
4. Catalog cost?			
5. What degrees do they offer?			
6. What are the school-wide graduation requirements?			
7. What are the admission requirements?			
8. What high school courses are required to enter?			
9. Cost for tuition, books, and fees?			

★ Enterprise High School

Contact: Chuck Haines
Enterprise High School
P.O. Box 520
Enterprise, OR 97828-0520
426-3193

School Enrollment: 175

Counselor/Student Ratio: 1:175 (+40 Jr. High)

Program Summary: In 10th and 12th grades at Enterprise High School, all students take a required half-semester career education class taught by the counselor.

In 10th grade, students focus first on self-understanding and then on occupational exploration and research. They examine the ways their own preferences, aptitudes, skills and values affect their career choices. In the 12th grade, students concentrate on goal-setting and decision-making. They learn about job-seeking, labor market trends, financial aid for college, and consider options such as college, vocational training, starting a business, and joining the military.

Enterprise High School's career development program begins in the 8th grade, when students and parents meet with the counselor to plan for high school in relation to career and educational goals. Outreach programs in grades 8-12 (parent-student-counselor planning meetings, a career fair, speakers from the community, on-the-job student visits, and field trips) complement these required courses.

Sample Materials:

Career Education Course Content (Grade 10);
Career Education Job Analysis
Occupational Evaluation
Career Education Assignment Guide (Grade 12);
Liberal Arts or Specialized Skills?
Decision Time: Work or School?
Labor Market Trends Research
Spotting Labor Market Trends
Making the Job Outlook More Meaningful
Post-High School Planning
College Planner

State Standards: 702(1)(a); 316

National Guidelines I. 3; IV. 3, 5; VI. 1; VI. 3, 7; VII. 7; VIII. 2, 4, 6; IX. 5, 9, 10;
XII. 2, 4

Career Information Resources:

Micro-CIS, Micro-QUEST, CIS publications.

Career Education Course Content

Grade 10 - 18 weeks

I. Self-Understanding - 9 weeks

A. Introductory Unit:

Course Content Coverage
Course Objectives/Competencies
Grading Policy
Work Permits/Social Security
High School Course Selection

Extra Credit/Enrichment Options
Interviews/Visitations
Guest Speakers
Scholarships/Testing
Life Roles
Tests/Quizzes

B. Personal Needs Unit:

Personal Profile
Occupational Evaluation
Intrinsic/Extrinsic Characteristics
Personal Characteristics
Life Span Planning

Want-Ad Evaluation
Sources of Job Openings
Interviewing/Placement
Lifestyle/Habits
Relationship to Occupational Planning

C. Work Ethic Unit:

Definition/Problems
Job Satisfaction/Productivity
Displaced Worker/Unemployment
Future Trends/Expectations
Relationship to Occupational Planning

Job Fragmentation/Enrichment
Growth/Replacement Needs
Union/Non-Union
Worker Classification

D. Self-Concept Unit:

Definitions/Terminology
Hierarchy of Needs
Self-Esteem Traits
Potential/Effectiveness
Self-Knowledge/Creativity

Resisters to Decision Making
Enhancers to Decision Making
Self-Fulfillment Affirmations
Success Planning
Relationship to Occupational Planning

E. Personality-Values - Goal Setting Unit:

Definitions/Terminology
Types of Personality
Relationship to Occupational
Personality/Values Conflicts
Co-worker/Supervisor Relationships

Terminal Values
Instrumental Values
Long/Short Range Goals Planning

F. Closing Unit:

Testing
Master Roster of Personal Needs
Evaluation/Critique

Personal Profile Summary
Aptitude Testing

II. Occupational Exploration - nine weeks

A. Career World Readings

Occupational Report Assignment

B. C.O.P.S. Interest Inventory

Activity Assignments

Research Assignments

C. Chronicle Guidance Viewdeck

Activity Assignments

Research Assignments

Occupational Assessment Verification Form

D. Filmstrip and Video Media Critiques

Summary Report Assignments

E. Exploring Career Clusters

Reading Report or Summary Report Assignments

F. C.I.S. Computer Based Career QUEST

Activity Assignment

Computer Print-Out Evaluation

Research Assignments

Occupational Assessment Verification Form

G. Vocational Biographies Readings

Reading Report Assignments

H. Book Reports

Reading Report Assignments

I. Master Occupational List

Prioritized Occupations Assignment

J. Job Interview/Visitation

Application Interview Form

Interview/Visitation Report

K. Nine Week/Semester Exam

Career Education Job Analysis

Name _____

DIRECTIONS: This worksheet requires the use of numerous reference sources.

Occupational Title _____

Cluster Area _____ D.O.T. No. _____

1. Indicate a minimum of five different responsibilities or tasks you will be performing on this job. _____

2. Would you feel challenged doing these tasks? ____ yes, ____ no. Explain. _____

3. In what geographic area would you prefer to locate for your job? _____
Indicate the geographic location where this occupation is most frequently found.

4. Do you have any physical or health limitations? _____
A preference for physical type work? Explain _____

Indicate the type of physical activity involved in this job. _____

5. What are your preferences for education or training? (Explain). _____

Indicate the education or training expectations for this occupation. _____

What is the appropriate way to enter this occupation at an entrance level? When will you be able to meet this requirement? (Explain). _____

6. Explain your preference for Data, People, Things, or a combination. Indicate the level and information. _____

Indicate the Data, People, or Things level for this occupation. (Use three-digit number to describe each.)

____ Data _____

____ People _____

____ Things _____

7. For your preferred lifestyle, what income expectations do you have to maintain the standard of living you desire and/or what needs do you have that you expect a job to provide? (Explain).

Indicate the going wage for this occupation, work schedule and fringe benefits or other traits this job provides that are important to you.

8. What are the terminal values (major value systems) that influence your life? Indicate some of the instrumental (behavior) values this job might promote or expect.
9. Indicate the primary work environment you prefer.

Indicate the primary work environment associated with this job.

10. Indicate the criteria that are applied to gain advancement in this occupation. What positions are possibilities for advancement?

Are these compatible with your needs for advancement, leadership or additional responsibilities? (Explain).

11. Indicate the appropriate courses to be taken in high school that strengthen your preparation for this occupation. Is your coursework background sufficient?

Indicate the Reasoning, Math and Language development levels appropriate for this occupation.

Reasoning: _____
Math: _____
Language: _____

Do you feel your background is appropriate? Do you feel comfortable with these levels?
Yes _____ No _____

12. Indicate the job outlook for this occupation for the next five-ten years in Oregon and on the national level. Refer to the CIS, OOH and other materials. Are there any restrictions relative to your preferred geographic location? Does your background or training give you this flexibility?

13. Indicate what you would consider to be the more enjoyable and the more frustrating aspects of this occupation. Think these over carefully and respond in detail.

enjoyable/advantages

frustrating/disadvantages

14. Indicate the temperament levels appropriate to this occupation.

Are these temperament levels in keeping with the other job characteristics that you had indicated a preference for in earlier classroom activities? (Explain).

Indicate how compatible this occupation is with your answers to the previous questions on this worksheet. To do this, mark a "C" (compatible) or an "I" (incompatible) before each question.

Take a few minutes to re-examine the personal needs or wants that you hope an occupation will provide for you or that you expect from an occupation. Does this particular occupation meet your wants and/or needs? Feel free to use this space to include additional information that you feel is important for this occupation.

Occupational Evaluation

10th Grade Career Education

Name _____

DIRECTIONS: Your responsibility will be to:

1. Review any information that *you know about yourself* and the preferences you desire in any occupation.
2. Review the information that you know about the occupation you just read about or researched. This is information you had in notes or in your occupational worksheet.
3. Write a thorough evaluation of how and why your preferences in any occupation are or are not compatible with the occupation you just researched or read about.
 - a) You must account for any information that might be missing from your research.
 - b) You must also account for how you deal with the "needs trade-off" concept in your evaluation.
 - c) Likewise, you must indicate whether you would or would not enter this occupation and why.

These are the 12 most important elements that I will consider when I make a decision about an occupation:

- | | |
|----------|----------|
| a) _____ | g) _____ |
| b) _____ | h) _____ |
| c) _____ | i) _____ |
| d) _____ | j) _____ |
| e) _____ | k) _____ |
| f) _____ | l) _____ |

This is my evaluation for this occupation:

(Use the reverse side and additional pages to complete your evaluation.)

Career Education Assignment Guide

Grade 12

The goals of this class are:

- a) to provide information to each student so he or she can properly prepare at least one of their post-high school goals.
- b) to provide information on alternatives available after high school to help indecisive students prepared to make choices at a later date.
- c) to provide the opportunity for goal-oriented students to have their concerns and needs met on an individual basis.

1. Decision-Making Analysis

Decision-Making Skills - Video
Applying Decision Making Techniques
"Star Struck" - Video
"The Day The Senior Class Got Married" - Video
"Strategy for Decision Making" - Situational Tapes
"A Matter of Sex" (Women's job conflicts) - Video

2. Goal-Setting

Personal Goal Statements

Note: Those students with incomplete or inadequate classroom goal statements will complete assignments chosen by the teacher.

3. College/School Admissions and Placement Testing

4. Interest Inventory

5. Labor Market Trends

"Where the Jobs Are" - Filmstrip
Tomorrow's Jobs
Oregon Careers - The Options
Abstracts/Reports/Readings

6. Occupational Verification

Review/List Personal & Occupational Preferences

Occupational Listings and Research

Micro-CIS/CIS Micro-QUEST - Computer

Job-O and Two Related Areas - Activity

Occupational Interest Matching - Computer

* Career Scan IV - Computer Chronicle Guidance - Activity

* Career Directions - Computer Life and Career Planning - Computer

Job Characteristics - Activity

* COPS - CAPS - COPES - Activity Work Activities Inventory - Computer

* Career Systems 2000 - Computer Holland Occupational Finder - Computer

Career Planning - Computer

* recommended activities

Personal Readings from Occupational References

Occupational Research and Verification

Occupational Evaluation - Worksheet

Occupational Verification - Two page minimum (Using their research notes, students will analyze how a selected occupation does and does not meet their personal and occupational preferences.)

Occupational Verification Roster

Occupational-Education-Training Decision Making - Activity

Note: For each of the minimum activities or printouts required, the student must rank at least six preferred occupations (rank order). From these ranked occupations, the student needs to record a minimum of one-half page of notes on information that will benefit him or her in the decision-making process. These notes are to list multiple reference sources.

7. Personal Conference

8. Book Report

Note: This will *not* be a reading on occupations; instead, it will be a reading on decision-making designed to provide insight on the options you might pursue after high school - i.e., college, work apprenticeship, trade school, military, etc.

9. Financial Aid

10. College/School Planning

Educational Alternatives/Comparisons
Review of Reference Sources
School/College/Research
Going to College/What to Expect at College - Video
College Scan IV - Computer
College: It's Up To You - Filmstrip
College Testing: Barron's S.A.T. - Computer
Off to College - Reading
Talbot's Student Planning Book - Reading
Option: Work-College-Military-Trade School - Filmstrip
College Major-Minor /ASCVIC/Vo-Tech Screener

11. Second Personal Conference

Optional Units

The following are *optional units*. They are available to meet the specific needs of students who listed them on their goal statements. They are also specifically made available to be assigned as *required* activities for students who have incomplete goals and/or whose productive use of classroom time falls below a C grade average. Students assigned a required unit will be graded on their notes or worksheets and on a comprehensive test.

1. Military Planning

Armed Services Research - Activity
Military Career Guide - Reading
View Book - Reading
Profile publication - Reading
Military - Civilian Publication - Reading
ASVAB Review
Reports/Abstracts/Readings
Army Career and Educational Guide

2. Labor Unions

Labor Union Research - Activity
"Unions and You" - Filmstrip/Readings
"Labor Unions - What You Should Know" - Filmstrip
Collective Bargaining - Democracy on The Job - Booklet
Why Unions - Booklet
Unions: How to Organize, Join, Fight or Resist Them
The Rise of Unions - Reading
Apprenticeship-Readings / Activity
Reports/Abstracts/Readings
"Labor, Management and Society" - Filmstrip
"The American Worker" - Filmstrip

3. Preparation For Work

Job Market Skills Research - Activity

Locating / Applying for Employment - Activity

Resume Techniques - Activity

Interviewing Skills - Activity

Getting a Job - Tapes/Activity

Dynamics of Job Interviewing - Tapes

Compu-Job-Computer

Seven Steps to Employment - Reading

15 Tips on Handling Job Interviews - Reading

Job Interviewing Skills - Tapes

"Job Habits and Attitudes" - Filmstrip

Don't Use A Resume - Reading

The Job Hunter's Final Exam - Reading

"My Career Plans" - Pre/Post Tests, Filmstrip & Worksheet

Personalized Interview

Topics for Discussion:

1. How labor trends affect occupational/educational decision making.
2. Education vs. Work: The alternatives.
3. The changing role of women in the labor force.
4. Labor Unions: What do I need to know?
5. Understanding financial aid and scholarships.
6. The Armed Services: What are the options/benefits?
7. The requirements for admission and testing.
8. Preparing for changes in the labor market.
9. How to be a competitive job hunter.
10. "The Day The Senior Class Got Married" - Video.
11. The effect significant others have on decision making.

Grading

Students will earn grades based on discussion, productive use of classroom time, quizzes, tests and notes. Students will be graded on the depth and thoroughness of their notes. Notes will be required and graded for these areas:

Decision-making analysis unit
Labor market trends unit
College and school reference publications
Occupational verification/references/readings
Financial aid
College/school planning unit
Military planning unit
Labor union unit
Preparation for work unit

Liberal Arts or Specialized Skills?

Objective:

To introduce students to trends occurring in the labor market and help them learn how these trends affect occupational and/or educational decision making.

Procedure:

The following activity requires the student to respond from his or her own value system. The student is to select a response and support it in writing.

Scenario for the Student:

You are at home eating dinner with your family. Because you graduate from high school this year, your mother asks if you are planning to attend a liberal arts college *or* get some specialized skill training. After a few minutes, you tell your mother you plan to:

(Response)

Your father asks you why that is a better choice than the alternative. But, before you can organize your thoughts, your mother says that whatever educational choice you make should prepare you to function effectively in a variety of life roles and that you will need to prepare for the changes that will happen in the workplace over the next 30 to 40 years.

You now must impress your parents with mature thinking and convince them that your selection is a better choice than the other option. You need to consider your mother's concern about preparing you for various life roles and for the changes that could occur in the labor market.

Teaching Notes:

About this time, the students may ask you to define a liberal arts education and specialized skill training. This is a good time to ask them about their concept of the terms and clarify the "general education" requirements for the humanities, social studies, math and sciences for a four-year college education. Also, share with them the avenues available for skill training through the military, apprenticeship, trade and technical school and community colleges. Teachers also need to discuss the concept of the six life roles -- learner, producer, family member, citizen, individual and consumer -- so students can consider them in their selection.

Discussions should deal with the issues students need to consider before they begin writing and the advantages their choice will have over the other option.

If the class is split between the choices, the teacher may put groups together to solidify their arguments and prepare to debate with students of the opposing view. Another approach is to pair students of opposing views to discuss the differences so they can learn how the needs of others affect their decision-making. Whatever approach is selected, the outcome generally results in a lively discussion in which students support their reasoning with facts.

Decision Time: Work or School?

Objective:

To examine three alternatives to gain insight as to which one might be a better choice to pursue following graduation.

This activity follows "Which is the Better Choice: Liberal Arts Education or Specialized Skill Training?" -- in which students formulated arguments in support of one choice. In this activity, students will use those arguments to discuss the merits of yet another choice -- going to work directly after graduation.

Preparation:

Ask the students to develop a list of factors that will affect satisfaction and success. These factors are *extrinsic* needs if they are primarily controlled by the workplace and *intrinsic* needs if the individual can develop competencies to meet them. They should be placed on the chalkboard and visible to all students. Include labor market trends and life role considerations, as well as occupational needs. It is not necessary to use all of the terms on the list, but drawing from a variety of terms will stimulate a lively discussion.

Process:

Place the following words across the board away from the list of terms.

Liberal arts education

+

+

Specialized skill training

0

0

Working

-

-

Select a factor and ask the students which one of the three options would best meet their needs. For example, use the factor "advancement" and ask different students to support an option that would meet the requirements an employer would use to advance an individual. Be prepared for a great variety of responses. Encourage students to support their answers with specific reasons. After listening to a few arguments, arrive at a consensus and place a plus sign (+) under the word that appears to be the accepted choice. Place a neutral sign (o) under the term that is the second choice and place a minus sign (-) under the remaining choice. In some cases, you may have to place a plus sign under several words or provide a mix of signs depending on the discussion and your interpretation of their opinions.

Continue to select certain terms and add appropriate signs below the three titles. The end result should be a visual picture depicting whether a liberal arts education, specialized skill training, or going to work immediately after high school will best prepare the student for various life roles, changing labor market trends or meet the needs that the student has in an occupation.

Sample terms:

LIFE ROLES

family member
role of citizen
role of consumer
role of individual

LABOR MARKET TRENDS

technology changes
displaced worker
downsizing (layoff)
transfer skills

OCCUPATIONAL NEEDS

advancement
communicating ideas
leadership roles
job variety

Some of the terms are similar and they may not appear to fall in a particular category. Some include flexible scheduling, mobility, being fired, interview & resume writing, processing an application, whole person development, merit pay or contingent pay systems, and entrepreneurship. It is best to develop a list with the students and not decide on particular categories beforehand.

Follow-up Activity:

The students will have a better understanding of the activity if you assign them a reading on labor market trends. The following are possibilities:

"Best Jobs, Bright Futures - Your Brilliant Career," *Changing Times*, November 1987, pp 26-33. (Excellent introductory reading)

"Tomorrow's Jobs," *Occupational Outlook Handbook*, 1988-89 edition, pp 8-13. (U.S. Dept. of Labor publication)

"An Overview of the Year 2,000," *Occupational Outlook Quarterly*, Spring 1988

"Getting Ready For the New Jobs," *Oregon Labor Trends*, August 1988, pp 6-7. (Employment Division publication)

"Where The Jobs Are Is Where The Skills Aren't," *Business Week*, September 19, 1988, pp 104-109. This is a special report publication that contains several articles.

Another approach is the students visit the library and obtain articles from newspapers and periodicals that they can use for a report.

Labor Market Trends Research

Objective:

To help students understand how changing events in the workplace can affect present and future employment opportunities

Procedure:

The students should be familiar with library materials such as the *Readers Guide to Periodicals*. Request that the students obtain an article from a current publication such as *U.S. News and World Report*, *Time*, *Newsweek*, *Changing Times*, *Nations Business*, etc. for the period 1985 to the present. They may need assistance in brainstorming topics when using the *Readers Guide*. Encourage them to browse to find present and future employment patterns/opportunities as well as future trends. The following are criteria they can use to identify a labor market trend:

- does the article indicate specific trends developing that will have an effect on the type and number of jobs?
- does the article indicate the groups of people affected, how their work situation is affected, or the age levels that are affected?
- does the article indicate changes and expectations associated with preparing for the job?
- does the article indicate issues and concerns associated with any projected changes in the workplace?
- does the article indicate the movement or changes taking place within different industries or companies?
- does the article indicate information that would affect their ability to function successfully in the workplace?

These are merely guidelines. The teacher and the students can add to these. An article that deals with just one or more of these issues is acceptable. Even though magazine articles are preferred, the teacher should allow students to select newspaper articles on local or national issues that comply with the general guidelines.

Request that the students bring a copy of the article to class when they present their assignment. How they present the assignment is up to the teacher. Having a copy made provides the teacher with materials to file and to use in subsequent years. It also enhances the teacher's knowledge for applying the information in other situations or units.

Students may also develop an outline of their article, state the major trend, and supply specific information related to that trend. Following the general presentations and discussions, the teacher can have the students indicate how their trends will affect some of their preferred occupations or the type of education or training they might be considering. Analyzing the implications of these trends develops critical thinking skills related to decision making.

Follow-up Activity:

As a follow up activity, the teacher may consider bringing local labor market economists in to share information about community and state labor-market trends. A specialist from the local Job Service Division could come in as a speaker to make students aware of the services that that organizations provides.

Spotting Labor Market Trends

Objective:

To develop a list of trends that affect the students' decisions about occupational and educational choices.

Procedure:

One of the first things a teacher may do is develop a working definition of what constitutes a labor market trend. A trend can be a cause and effect relationship that may change the workplace over the next five to 15 years. The resulting pattern or change will have a bearing on the:

- a) the types of occupations,
- b) the location occupations,
- c) the number of occupations,
- d) the preparation for occupations, and
- e) the opportunities available within occupations.

Based on the this definition students read articles obtained through research in the library and record what they consider the major general trends. These are discussed in class and a master list is developed and refined. Or, the teacher may want all students to read "Best Jobs, Bright Futures - Your Brilliant Career" from the November, 1987 issue of *Changing Times* and isolate significant general trends. Below is a list of general trends that may be useful for class discussion:

THE IMPLICATION OF CHANGES IN TECHNOLOGY
SERVICE PRODUCING VS GOODS PRODUCING CHANGES
IMPACT OF SMALL BUSINESS FIRM (ENTREPRENEURSHIPS)
MOVEMENT OF THE POPULATION
MOVEMENT AND CHANGES IN INDUSTRIES
GEOGRAPHICAL POCKETING (EMPLOYMENT & UNEMPLOYMENT)
INTERPLAY OF MULTIPLE TRENDS
EDUCATION AND TRAINING REQUIREMENTS
ROLE OF WOMEN, MINORITIES, MIGRANTS, AND RETIREES
INCOME AND BENEFIT DIFFERENTIALS
ROLE OF LABOR UNIONS
CAREER LADDER CHANGES/ADVANCEMENT OPPORTUNITIES/DOWNSIZING
CHANGING ENTRANCE REQUIREMENT (NEW PATTERNS FOR HIRING
EMPLOYEES)
RETRAINING AND LIFE-LONG LEARNING (DISPLACED WORKERS)
GROWTH VS REPLACEMENT NEEDS
CHANGING AGE STRUCTURE OF THE POPULATION (IMPLICATIONS)
CHANGING AGE STRUCTURE OF THE LABOR FORCE (IMPLICATIONS)
GROWTH OF THE LABOR FORCE VS GROWTH OF THE POPULATION
WEATHER AND CLIMATE IMPLICATIONS (SEASONAL WORK, ETC.)

ECONOMIC AND MONETARY POLICIES OF LOCAL, STATE AND NATIONAL
GOVERNMENTS
NATURAL RESOURCES AND ENERGY/ENVIRONMENTAL ISSUES
GLOBAL MARKETING, DEPENDENCY, TRADE IMBALANCES,
IMPORT/EXPORTS
CONSUMER BUYING HABITS
POLITICAL DECISION MAKING AT VARIOUS LEVELS OF GOVERNMENT

This is a starting list; the teacher should use those with which he/she feels most comfortable. It is important that students understand what is meant by each of the trends.

Follow-up Activity

If teachers are interested in doing across-the-curriculum activities, they may consider asking other teachers to share their knowledge of certain general trends. A mathematics or science teacher could discuss technological changes that have influenced the workplace, while a global studies or similar type of teacher could discuss global issues or political ramifications related to the workplace. Similarly, a personal finance/economics teacher can share how interest rates and consumer buying habits affect the types and number of occupations. A teacher's imagination can lead to other approaches that would clarify the implication of labor market trends.

Making the Job Outlook More Meaningful

Objective:

To examine the job outlook in current reference publications and to make those predictions more meaningful by using information from current readings.

Procedure:

The students are asked to indicate two occupations they are currently considering for their future. If the student is not familiar with the details of these occupations, he or she needs to take time to gain a comprehensive understanding. Some recommended references are:

- a) CIS *Oregon Occupations*
- b) *Occupational Outlook Handbook*
- c) *Chronicle Guidance* pamphlets

The student is to take the first preferred occupation and use the reference sources to record the outlook for that occupation and any related employment pattern information. Once this information is documented, the student is to examine the *general* labor trends developed by the class (see previous activity) and indicate a minimum of five *general* trends that are significant to that occupation and to personal decision making.

Once these general trends are selected, the student is to cite a relevant *specific* trend from prior readings for *each* selected general trend. The specific trend should clarify/support how the general trend will impact the student's occupation in a factual and accurate manner.

This should provide additional meaning, depth and insight into that particular occupation. Thus, the student is able to make a more appropriate occupational or educational decision.

The same detailed steps are repeated for the second preferred occupation. A sample format follows:

First Preferred
Occupation _____

Occupational outlook/employment patterns:

General trends

Specific trends

1) (leave plenty of space)

Students can include as one trend where several trends interplay on one another to affect an occupation. An example would be the effect of geographical pocketing, economics, political decision making and education/training on teachers.

Post-High School Planning

Career Education _____

Name/ Period _____

This questionnaire will help you examine ideas, reasons and plans for your education, training or commitments beyond high school. You should understand why you are making these decisions as well as the options that are available. Any decisions you make should involve discussions with your parents. Their experience, insights and financial assistance should be taken into consideration. Please give the following questions your careful and detailed consideration.

1. Most students continue their education for one reason or another. Sort out your thoughts and write down several reasons why you want additional schooling or training. Explain your reasons if you are considering work, travel or the military or a combination of these.

a) Your reasons:

b) Talk to your parents. What are their feelings, thoughts, or reasons?

2. a) Take a moment to review the three most significant occupations that resulted from your occupational verification process. Knowing that these occupations are important to you, which schools or colleges have you selected to provide you with the appropriate preparation? You may wish to refer to the *Oregon College Guide* or other reference sources.

Occupation No. 1 _____	Institution A _____
	Institution B _____
Occupation No. 2 _____	Institution A _____
	Institution B _____
Occupation No. 3 _____	Institution A _____
	Institution B _____

b) If your occupational preferences do not require preparation at a school or college, then indicate how you will prepare for these occupations and be competitive in the labor market. Please provide specific and exact information.

3. There are a lot of reasons for selecting a school; before deciding, it is important to understand what you want from any school or the advantages and disadvantages associated with each.

a) Write out eight-10 elements you will want to consider before you make your choice.

4. Gaining education or training can cost money. Indicate the estimated costs for any two schools or options you selected. One way to do this is to examine college catalogs or other reference sources and figure the cost by the month or quarter and multiply that by the number of months, quarters or semesters needed.

Name of School or Program	A. _____	B. _____
Tuition and fees	_____	_____
Deposits/special assessments	_____	_____
Board and room (on/off) campus	_____	_____
Books and supplies	_____	_____
Clothing allowance	_____	_____
Laundry/dry cleaning	_____	_____
Medical/dental costs	_____	_____
Insurance (car, life, etc.)	_____	_____
Transportation/Maintenance	_____	_____
Organization/clubs	_____	_____
Recreation	_____	_____
Personal supplies	_____	_____
Other (hidden costs)	_____	_____
TOTAL COSTS	_____	_____

How do you plan to pay for your education? Have you discussed this with your parents? Have you applied for financial aid? What scholarships are you considering and applying for? Think about this!!!

5. Keep in mind that instructions have certain requirements for admission. Indicate the requirements for the two schools you selected. Provide exact information or an appropriate response. (i.e. -yes, no, none or statement).

	School A _____	School B _____
G.P.A.	_____	_____
Admissions testing or placement	_____	_____
Deadline or requirements	_____	_____
Health certificate / examination	_____	_____
Deadline or requirements	_____	_____
Financial aid application/form	_____	_____
Deadline or requirements	_____	_____
Admissions application/form	_____	_____
Deadline or requirements	_____	_____
Limited entry program/type	_____	_____
Deadline or requirements	_____	_____
H.S. Coursework requirements	_____	_____
Requirements met?	_____	_____
	_____	_____
	_____	_____

Other deadlines or information that you would consider beneficial:

If you are considering other programs (military, work or apprenticeship) please indicate the requirements and procedures you must complete.

6. Indicate some of the *problems* you are presently facing in regard to deciding about your future occupation or training. Arrange to see the counselor to work on possible solutions or alternatives.
7. Making decisions about going to college, a trade or technical school, the military or entering the work force generates a lot of unanswered concerns. Please write down these concerns or questions and the counselor will try to answer them or help you find answers. Please take the time to carefully think about your future.

To help your parents review your plans, please have them examine your responses in an effort to help you with your future.

College Planner

Answering the following questions should give you considerable preparation for college. Please do the following:

- a) complete the research sheet for one institution of your choice;
- b) start out by browsing through the catalog from start to finish so that you can gain a general understanding of its arrangement (use the index);
- c) for part A, select **any** questions and answers as detailed and as accurately as possible. (a # mark means required) Do a minimum of 15.
- d) for those questions not selected, please read about the information in the catalog so you will have some general knowledge about the question being asked.
- e) complete all sections of part B.

A. Name of the institution _____

Answer the following question for this institution:

1. What is meant by the term "course descriptions"? Where are they located in the college catalog? give a complete example of a course description.
2. Indicate the institutions refund policy.
3. Indicate the procedure for proper withdrawal from this school.
4. Indicate term or semester and the starting and closing dates for each. Take the time to examine the school calendar for that catalog and list other key dates that are important.
5. Explain the drop/add procedure. What are the late dates for drop/add and late registration? How does the college assign advisors?

6. What are the grading and credit alternatives that are available? How are credits granted?
7. What is the history of the college and the purpose for which it was established?
8.
 - a) What are the health requirements at this institution?
 - b) What health coverage is provided and how is it paid for?
9. What are the requirements for admission, testing, and financial aid, and their particular deadlines? What are the admission requirements for transfer students?
10.
 - a) What types of housing are available?
 - b) What are the requirements for entering freshmen students?
 - c) List the deadlines and costs that are important to you.
11. What are the different types of degrees available at this institution?
12. What are the requirements for degree completion and application?

13. a) What is meant by honors program? (not honor roll)
b) Explain how the honors program operates at this institution.
14. What are the factors that determine if you are a freshman, sophomore, junior or senior class standing?
15. a) What types of financial aid and/or scholarships are available?
b) Who do you contact for such information?
c) Does the catalog list scholarships? If so, list some that appeal to you as well as deadlines.
16. a) How does the course numbering system operate?
b) How are transfer courses distinguished from vocational courses?
17. What are some of the programs, clubs-organizations, or athletic programs that are available. List some of those that appeal to you.
18. What are different types of activities (social, etc.) available to students. List some of those that appeal to you.

19. What are some of the special services available to students? Explain the purpose of a few of these.
20. a) What is the school's total enrollment? Include the figures for the number of women and the number of men that attend.
b) What is the size of the community?
21. What is the school's conduct policy? For what reasons can you be suspended and/or expelled from school? What are your rights?
22. What are some of the alternative ways to be admitted if you cannot be admitted as a regular student in the usual manner?
23. Is a summer program available? How does it differ from the regular school year programs?
24. What are the requirements for graduate or advanced standing admissions?
25. What services are available through the placement office? What must you do to be eligible to use the placement services?

26. a) What is meant by the concept "limited entry" programs?

b) What are some of these programs?

c) If any of these "limited entry" programs apply to you, include the title of the program and the deadline date

27. Explain the specific steps that you must complete to be registered for your first term of school.
(Use the catalog and class schedule)

Extra Credit Question (for A): Write down any other items of interest you found while reading the catalog and/or class schedule

(College Planner, continued)

- B) Please select a program or degree area compatible with one of your three preferred occupations from the "Post-High School Planning" worksheet. Feel free to repeat this activity with any other college or occupation that interests you. Additional investigations will benefit you and gain extra credit.

1. Occupation Title _____ Degree Title/Type _____

2. Indicate the total number of credits necessary to earn this degree _____

3. Indicate the requirements that the institution (the one you investigated in part A) expects you to meet to receive your preferred degree. (Bachelor and Associate degrees as well as degrees in the Arts and Sciences have different requirements.)

4. Indicate the requirements that the *department* expects you to complete if you are to receive a major or minor from them. This could be a number of statements, a list of specific courses that are required or are electives, or some other particulars.

Course Planning

Plan the **Freshman** year courses necessary to meet the institution's requirements and the department's curriculum requirements. (List in sequence or individually if single courses)

Dept. No	Course Title(s)	Fall Crdt	Winter Crdt	Spring Crdt	Total Crdt	Req. or Elective

Plan the **Sophomore** year courses necessary to meet the institution's requirements and the department's curriculum requirements. (List in sequence or individually if single courses)

Dept. No	Course Title(s)	Fall Crdt	Winter Crdt	Spring Crdt	Total Crdt	Req. or Elective

Using the information from each section 4 and 5, complete one Freshman year quarter and one Sophomore year quarter. (class schedule form attached)

College Class Scheduling Practice

Freshman Quarter

List Dept., Dept. No., and Course Title

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Credit
8:						
9:						
10:						
11:						
12:						
1:						
2:						
3:						
4:						
5:						
6:						

Sophomore Quarter

List Dept., Dept. No., and Course Title

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Credit
8:						
9:						
10:						
11:						
12:						
1:						
2:						
3:						
4:						
5:						
6:						



Career Education Unit in a Required Course

The number of schools providing career education units within required classes has grown in recent years. Realizing that full-term career education classes are not addressing their students' needs, schools have developed some excellent modules for career development within courses that all students must take. Common courses into which these units are added include ninth-grade social studies, language arts, and transition courses; tenth-grade social studies and language arts; and eleventh- and twelfth-grade personal finance and language arts.

Courses are often co-taught by the regular instructor and a counselor. The greatest difficulty in implementing this approach is to identify the curriculum area where an additional week to three week unit of career education will fit without compromising the curriculum of the required class.

Career education units, when combined with counselor-directed or career center activities, may provide the students with a career development framework for their entire four years. They are oriented to and coordinated with career education goals and activities, four-year planning, career information resources, and the school's tracking system for career development.

Sample Materials:

- ★ Churchill High School 75
 - Churchill Career Development Model
 - "Directions 9" (Career Development Unit, Assignment Checklist)
 - Implementing High School Planner
 - Four-Year Educational Plan
 - Career Planning Course Outline
- Sheldon High School 87
 - Teens Today Lesson Plan
 - Teens Today Worksheet

See Also . . .

**Career Education Unit in a Required Course
as a Secondary Strategy:**

■ Central Linn High School	117
■ Pleasant Hill High School	93
■ Taft High School	105
■ J. B. Thomas Junior High School	33
■ Tigard High School	139

★ Churchill High School

Contact: Denise Gudger
Churchill High School
1850 Bailey Hill Road
Eugene, OR 97405
687-3421

School Enrollment: 1150

Counselor/Student Ratio: 1:288

Program Summary: Churchill's career guidance model takes an integrated developmental approach: career education is delivered throughout the curriculum with the support of counselors and teachers. The guidance program is ongoing and developmental for the student throughout his or her high school experience. Churchill's model aims to help the student prepare for the wide variety of life's roles. With some flexibility, career guidance activities are spread over a four-year period.

In grade nine, students take a 3-week unit called "Directions" in a freshman required class that introduces them to career development and helps them create a four-year plan.

Counselors co-teach this unit with the course instructors. Sophomores continue individual career exploration, participate in group guidance sessions, and update their four-year plan.

Juniors take a 6-week course called "Career Planning", in which they do personal assessment, career research and goal setting, and practice life planning skills. This course is taught by the Counseling Department staff. Seniors have group guidance sessions in their English classes to develop post-high school plans and learn "transition skills".

To support these activities, Micro-CIS, the High School Planner, and Micro-SKILLS are available with both the Career Center and the business computer lab. (Micro-CIS is being installed in the lab in 1989; prior to this installation, the school had just one Micro-CIS unit.)

Sample Materials: The Churchill Career Development Model;
Directions 9 (Career Development Unit, Assignment Checklist);
Implementing High School Planner;
Four-Year Educational Plan;
Career Planning Course Outline

State Standards: 702(1)(a),(b),(d); 405; 316

National Guidelines: I. 3; IV. 5, 8; VI. 1, VII. 7; IX. 5, 10; XII. 2, 5

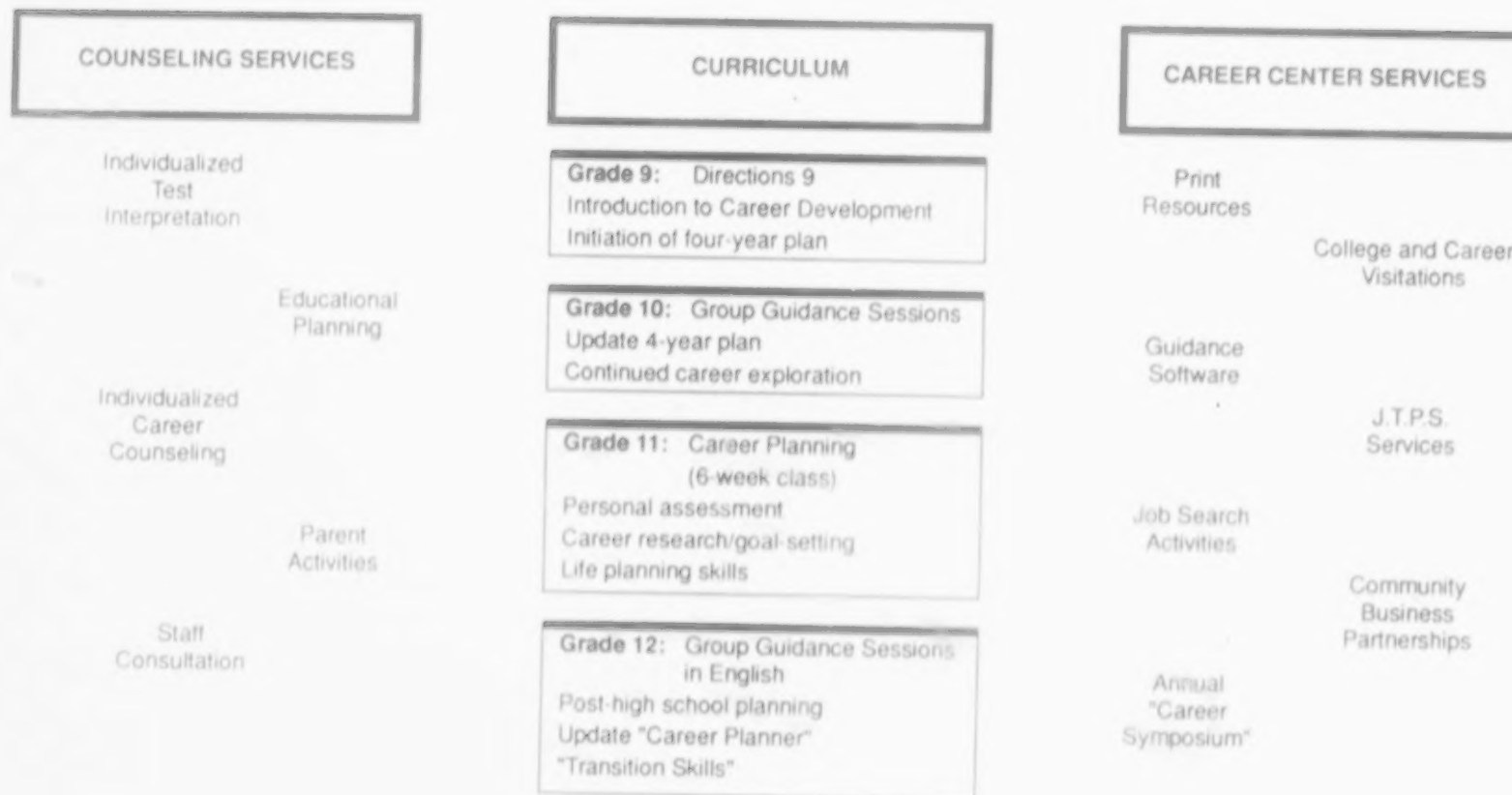
Career Information Resources:

Needle-Sort QUEST, Micro-CIS, High School Planner,
Micro-SKILLS, *Oregon Careers*.

The Churchill Career Development Model

Churchill's career guidance model has an integrated approach--career education delivered throughout the curriculum with support of administrators and teachers in a guidance program that is ongoing and developmental for the students throughout their high school experience.

The Churchill model for career development seeks to be a developmental process that assists the student in preparing for life's roles. With flexible scheduling, career guidance coursework is spread over a four-year period:



"Directions 9"

Career Development Unit (3 weeks)

A. Goals:

The career unit in the freshman year is designed to help the student explore his or her future possibilities. Career education is a developmental process that assists the student in preparing for life's roles--as a learner, producer, citizen, consumer, individual, and family member. Moreover, this unit will enable the student to

1. examine individual abilities, interests, and aptitudes;
2. explore career opportunities;
3. develop goal-setting and decision-making skills as they relate to further education and/or work; and
4. initiate a four-year plan through the use of CIS's High School Planner software.

B. Strategies and Activities:

1. Day 1 Introduction, icebreaker/warm-up
2. Day 2 "Headlines" --a values activity
3. Day 3 Developing a "skills" vocabulary relating the skill concept to jobs
4. Day 4 Assessment Instrument -- possibly COPS
5. Day 5 Debriefing and interpretation
6. Day 6 QUEST --using the Needle-Sort in small groups
7. Day 7 CIS "Bobulator" activity, CIS files and resources (Parent night: evening workshop to promote the parent's role in career development of their student)
8. Day 8-11 High School Planner
9. Day 12 "Scavenger Hunt" --tools for job search
10. Day 13 Guest speaker: JTPA Specialist
11. Day 14 Interviewing
12. Day 15 "Futures --looking ahead to careers in the 1990s"

Assignment Checklist

The purpose of this career development unit is to help you explore your future possibilities. Life holds many choices. In "Directions 9" you will explore: "Who are you?" "Where are you going?" "How will you get there?" and "Why?"

To complete the unit for credit, the following activities must be completed. Each item will be signed off by the counselor/instructor or Career Center staff member as you complete it. This sheet will be a record of your work and is a permanent part of your career materials.

Personnel Signature

- | | | |
|--|-------|-------|
| 1. "Headlines" --a values activity | _____ | _____ |
| 2. Skills vocabulary activity | _____ | _____ |
| 3. Completion of the career assessment instrument | _____ | _____ |
| 4. Completion of QUEST (Career Information System) and Career Center orientation | _____ | _____ |
| 5. Completion of your High School Plan | _____ | _____ |
| 6. Scavenger Hunt (job search tools) | _____ | _____ |
| 7. Guest speaker (JTPA counselor) write-up | _____ | _____ |
| 8. "Future5" activity | _____ | _____ |

Implementing High School Planner

(Day 8-11 of "Directions 9")

Materials:

Transcript
4-year plan worksheet
High School Planner Goal Worksheet
High School Planner User's Guide
CIS User's Handbooks
CIS publications (*Oregon Occupations, Programs of Study and Training, Oregon Schools*)
Student diskettes

INTRODUCTORY SESSION: Life Planning

A. Goal:

To develop an educational plan that reflects future possibilities--post high school education, career goals--short term and/or long term. (This plan is a starting point and can be continually updated.)

B. Strategies and Activities:

1. Discuss goal-setting

Goals can reflect educational, occupational, or personal goals you wish to achieve. Examples of various goals include:

- a) educational goal: to go to a four-year college
- b) occupational goal: to be a business executive
- c) personal goal: to own a business that allows me to create my own schedule and practice my leisure activities

What are some that you have?

What ingredients go into effective "goal-setting" work?

- a) gathering information
- b) developing an action plan
- c) making decisions
- d) revising the plan according to experience and new knowledge

2. Review steps in developing a meaningful four-year high school plan

- a) Know graduation requirements
Outline 4-J requirements for the Traditional and Individualized plans. (See worksheet)
- b) Find out college requirements
 - State System of Higher Education Requirements
 - Selective schools--admissions criteria vary, i.e., University of Washington (foreign language)
 - Community Colleges

Resources: Career Center, CIS

- c) Incorporate occupational goal information
 - d) Include coursework to develop personal goals --i.e., develop musical talent or art, explore leisure interests, become involved in community service, etc.
3. Learn how to use High School Planner
- a) Components of the High School Planner (see User's Guide)
 - b) Goal Setting --(see *User's Handbook*): Complete the educational, occupational, and personal goal sections. Use CIS research. Review your QUEST and any work done in the CIS information files on occupations, programs of study and school information.
- Special Note:* High School PREP file gives career-related courses in a straightforward way. Type PREP plus the first two digits of the occupational number.
- c) Distribute Goal Worksheets--Give three to each student. Begin to develop information that relates to each goal identified.
 - d) Assignment for tomorrow:
 - Bring in any CIS research completed. At the least, take home the CIS User's Handbook and list at least two choices that tentatively interest you.
 - Briefly describe any post-high school plans you may have at this point.
 - Begin work on pages 1-2 in the High School Planner booklet with further research gathered on the goal worksheets.

SESSION 2: Working on Goal Worksheets with Small Groups

A. Goal:

Each student will develop tentative course selections based on:

- 1. High school graduation requirements
- 2. Information gathered as a result of one other goal

B. Strategies and Activities:

The four counselors and career specialist facilitate the small group activity. *Resources:* CIS books (*Programs of Study and Training*, *Oregon Occupations*, *Oregon Schools*, and class set of reproduced CIS cluster pages), High School Planner Goal Worksheets.

SESSION 3: Using "High School Planner:" "Hands-on" Work in the IBM Lab.

A. Goal:

To demonstrate the components of the High School Planner on the microcomputer in a lab setting.

B. Strategies and Activities:

The High School Planner demonstration is facilitated by one counselor using the goal of "to graduate from high school" as the instructional motive for learning the facets of the program. The other counselors and career specialist assist individual students at the individual terminals.

Note: Trained parent volunteers and peer counselor may also assist in this activity.

Resources: Lab set of High School Planner program and data diskettes.

SESSION 4: Continued Lab Work on High School Planner

A. Goal:

Each student will complete his or her four-year plan on the High School Planner program and print a copy of it.

B. Strategies and Activities:

Any student who does not finish in these two periods may continue during study time in the Career Center. Students' diskettes are stored in the Churchill Career Center.

Students keep a hard copy of their high school plan in their career notebooks. Churchill's Career Specialist

1. makes a copy of the plan for the student's counselor, and
2. labels and stores students' diskettes in the career center.

SESSION 5: The Next Step--Updating the Four-Year Plan.

Four-Year Educational Plan

Student's Name _____ Date _____

TOTAL HOURS REQUIRED FOR GRADUATION: 230

Hours earned grade 9 _____
 Hours earned grade 10 _____
 Hours earned grade 11 _____
 Hours earned grade 12 _____

STATE SYSTEM COLLEGE REQUIREMENTS:

4 years English _____
 3 years mathematics _____
 3 years social studies _____
 2 years science _____
 2 years other college prep _____

	Total Credits Required
ENGLISH	
9th (1 term wr)	10
10th (1 term wr)	10
Literature	10
Oral English	3.33
Writing	3.33
SOCIAL STUDIES	
Global Study	10
U. S. History	10
Government	6.6
Economics	3.33
SCIENCE	
Physical	3.33
Life	3.33
Environmental	3.33
Other	10
HEALTH	
Social	3.33
Physical/Mental	3.33
Careers/Safety	3.33
P.E.	
Team	3.33
Fitness	3.33
Individual	3.33
MATH	20
AP/FA/FL	20
PERSONAL FINANCE	6.66
HUMANITIES (HL & HF)	6.66
CAREER	6.66

CAREER CHOICES

CAREER-RELATED COURSES

POST-HIGH SCHOOL PLAN

CLASS OF 1989, 1990, 1991

	1st Trimester	2nd Trimester	3rd Trimester
9th Grade			
English 9 (Directions 9)	x		x
Global Studies	x		x
Math (yr)	x		x
Science (yr)	x		x
PE 101		PE 102	PE 103
10th Grade			
English 10	x		x
Math (yr)	x		x
Science	x		x
Personal Finance			Health
11th Grade			
Lit		Literature	Writing
U.S. History	x		x
Humanities		Personal Finance	Health
"Career Planning"			
12th Grade			
English	x		x
Government		Government	Economics
Humanities			

Career Planning Course Outline

Advanced Level of Career Development Designed for Juniors (6 weeks)

Course Goals:

"Career Planning" is a course that continues individual self-assessment activities, relates career research and exploration to personal goals, and develops job search skills, and uses community resources. Students must also learn transition skills for life planning. In "Career Planning," the student will

1. assess individual skills through the use of CIS's Micro-SKILLS program;
2. explore career clusters and research occupations of interest within a cluster;
3. research a variety of post-high school options such as colleges and universities, apprenticeship programs, armed services, and vocational-technical learning;
4. learn about current employment trends and opportunities;
5. develop positive attitudes and decision-making, problem-solving, and interpersonal skills that contribute to career success; and
6. update the four-year educational plan through High School Planner.

Attendance:

"Career Planning" is a highly participatory class, and attendance at every class session is necessary. Credit will be granted only upon completion of classroom and independently-assigned activities. Out-of-class assignments may require work completed in the Career Center.

Grading and Credit:

Completion of all the prescribed classroom activities is necessary for receiving credit. See the attached "Career" checklist for the summary of the activities required. This checklist must be kept in the "Career Planner" and signed by the appropriate personnel when the assignment is completed.

Makeup:

If a student becomes ill and misses one or two class periods, makeup work can be arranged with the instructor. If a student has an extended illness, it is recommended that the student drop the class and enroll in the next six-week class session.

- I. **WEEK 1:** Introduction to career and life planning: developing a positive classroom environment through group process.
 - A. **GOALS:**
 1. To promote effective interpersonal relationships in the classroom;
 2. To utilize cooperative learning strategies in delivery of curriculum;
 3. To introduce the tools, resources, and skills needed in the life planning process.

B. STRATEGIES AND ACTIVITIES:

1. Day 1 Icebreaker/warm-up
2. Day 2 Group activity
3. Day 3 "Why Plan?"
Resources: If You Don't Know Where You are Going You'll End Up Somewhere, D. Campbell, Esther Matthews, L.C.C. "Career Talk" tape
4. Day 4 Review the results of Holland's Self-Directed Search (completed in 10th grade "Directions")
5. Day 5 "Party Activity" from John Bolles

II. WEEK 2: Personal Assessment: Use of "Micro-SKILLS" (CIS)

A. GOALS:

1. To introduce the concept of "skills" and how skills relate to occupational satisfaction and success; and
2. To complete the "Micro-SKILLS" program at the microcomputer and share the results with peers and parents.

B. STRATEGIES AND ACTIVITIES:

1. Day 1 Introduction--What is a Skill? Use of skills assessment in career planning, its importance, and how it fits into the life planning model
2. Day 2 Complete Micro-SKILLS worksheet. (In small groups)
3. Day 3 Sort Micro-SKILLS cards and use Churchill's matrix sheet.
4. Day 4 IBM lab: Enter the data, complete the skills assessment, and view occupations of interest.
5. Day 5 IBM lab: Debrief and continue to view occupations.
Summary: identify skill words to use in resumes; highlight career cluster areas and specific occupations to research.

III. WEEKS 3 AND 4: Resources for Career and Life Planning

A. GOALS:

1. To assist students in gaining additional knowledge with print and non-print resources for career information (CIS, Career Center resources, guidance software);
2. To continue to update the student on "future trends" and promote understanding of the impact of political, social, economic, environmental and technological changes upon career choice and change;
3. To provide the student with the knowledge and skills for getting help in career planning and transition (i.e., networking, use of community resources); and
4. To develop career decision-making skills and continue post-high school planning.

B. STRATEGIES AND ACTIVITIES:

Topics covered in these two weeks will cover goal-setting, decision-making, college guidance, apprenticeship, military information and job search. Each class will be divided into four teams to develop an "independent team" group study of the topic.

1. Day 1 Setting the stage: parameters of the group project.
2. Day 2 Small groups --brainstorming: What do you need to know?
Where can you find it? Sources/resources
3. Day 3-6 Groups work independently with instructor supervision.
4. Day 7-10 Small groups report to the total class.

IV. WEEK 5: Personalizing One's Career Research/Goal Setting

A. GOALS:

1. To relate career research and exploration to personal, educational, and career goals; and
2. To develop skills in job search and the use of community resources.

B. STRATEGIES AND ACTIVITIES:

1. To investigate and explore a career cluster, highlighting 3 or 4 careers of interest; and
2. To develop career, educational, and personal goals based on the learning acquired in "Directions" and "Career Planning."

V. WEEK 6: "Updating High School Planner"

A. GOAL: To update the student's four-year educational plan by adding additional goals and related coursework.

B. STRATEGIES AND ACTIVITIES:

1. Day 1 IBM Lab: Run "UPDATE" portion of High School Planner
2. Day 2 Summarize career planner resources; use of "Career Planner" in senior year
3. Day 3 Debrief: "Class Reunion" activity.

Sheldon High School

Contact: Marian Little
Sheldon High School
2455 Willakenzie
Eugene, OR 97401
687-3381

School Enrollment: 1,332

Counselor/Student Ratio: 1:300

Program Summary: All students at Sheldon High School take a Teens Today class in 9th grade which includes a career education unit and use of career information resources.

The Teens Today Worksheet introduces students to the variety of occupations in the state and heightens their awareness of related information such as salary, training required, demand/supply analysis, and schools and training programs.

After this introduction to career information, students go through the *CIS User's Handbook*, do QUEST, and use Micro-CIS to gather specific career information.

Sample Materials: Teens Today Lesson Plan;
Teens Today Worksheet

State Standards: 702(1)(a)(C)

National Guidelines: V.2, VI.1; VIII.4; XII.2

Career Information Resources:

Oregon Careers, Micro-CIS, Micro-SKILLS, Needle-Sort Kit

Teens Today Lesson Plan

Objective

To introduce students to the variety of occupations in the state and heighten their awareness of related information such as salary, training, demand, employment projections, schools, and training sites.

Materials

Oregon Careers newspaper and worksheet which will assist the students to seek specific information about careers in this state. All students will have copies of both.

Time

48-60 minutes

Grade Level

8th or 9th

Procedure

The career center aide or teacher presents the rationale for this exercise. The process is relatively easy and that the end result is the most important element--that students learn new information or supplement their current knowledge about career options in Oregon.

Students can be in groups of 2-4 and should be encouraged to assist each other in finding the information.

The teacher or aide directs the students to look on pages 14 and 15 for keys for information beginning on page 15. It is important to give additional definitions and answer questions arising at this point so students will understand abbreviations and code words.

Throughout the working time, the teacher and aide circulate through the room offering suggestions and answering questions for students.

When the working time has elapsed, comments and related discussions, together with an introduction for using QUEST, will take this learning experience into a logical next level.

Name _____

Class period _____

Teens Today Worksheet

Use *Oregon Careers 89* as your reference and fill in or answer the following:

1. Choose five occupations that interest you. Write them down, and then answer these questions (Begin on page 15 of *Oregon Careers 89*.)

<u>Occupation</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- What is the demand/supply analysis in Oregon in 1989 for each occupation?
- What is the suggested training for each occupation?
- What are the schools or training sites for each occupation?
- Write out completely the job description for three of these occupations.
(Write on the back of this sheet.)

2. List four occupations that require only on-the-job training. _____

3. List three jobs that require a Bachelor's degree or more. _____

4. List three jobs that require a doctorate. _____

5. List five jobs in which average pay is less than \$6.00 per hour. _____

6. How many colleges and universities are there in Oregon? (p. 35) _____

7. How many community colleges are there in Oregon? (p. 35) _____

8. List five licensed vocational schools that interest you or that you have never heard of before.
(pp. 35-36) _____

9. Define the word "tenure." _____

10. Which occupation will grow the most in Oregon in the years from 1988-1994? (p. 40)



Counselor-Directed Activities

High school counselors play a central role in their students' career development. In most of the program types discussed in this book, counselors are intimately involved in career development services: they coordinate the activities, provide one-on-one and group career counseling, and teach the career education curriculum. In the Counselor-Directed Activities model, the counselor is the focal point for a wide range of activities that insure a comprehensive, coordinated, and developmentally appropriate delivery.

Schools that choose counselor-directed activities may use these activities alone or in conjunction with a career class or unit as the basis for the 1/2 unit of career development credit required for graduation. The strengths of the counselor-directed approach are the flexibility it provides in delivering a wide range of services and the intimate involvement of the counselors in the broad range of career development activities.

Critical administrative features of this model include 1) an effective tracking system to monitor student progress and insure completion and 2) the clear assignment of responsibility for the program and documentation of outcomes by the counseling staff. The first school presented provides a method for the first; the second, for the latter.

Sample Materials:

Pleasant Hill High School 93

- Student Educational and Career Portfolio
- Win, Place, or Show . . . Don't Play Career Roulette
- Senior Plan of Attack

Taft High School 105

- Strategies for Student Success (graphic)
- Lincoln County School District Counselor Goals
- Guidance Program Management System
- Counselor Agreement
- Competency-Based Guidance Program Elements (graphic)

See Also:
Counselor-Directed Activities
as a Secondary Strategy:

- Central Linn High School 117
- ★ Churchill High School 75
- ★ Enterprise High School 42
- Newberg High School 129
- J.B. Thomas Junior High School 33
- Tigard High School 1393

Pleasant Hill High School

- Contact:** Robert Griggs
Pleasant Hill High School
36386 Highway 58
Pleasant Hill, OR 97455
747-4541
- School Enrollment:** 457
- Counselor/Student Ratio:** 1:229
- Program Summary:** Counselors teach a six-week career unit in 9th grade in the "Cruise" class and a four-week career unit in the 12th grade Personal Finance class. These units are part of the required curriculum. Counselor-directed career development activities are required in the 10th and 11th grades. These activities, as well as the outcomes of the 9th and 12th grade units, are recorded in the "Student Educational and Career Portfolio". Part of the portfolio is a "Four-Year Plan" to develop a specific program of study based on projected skills needed, course work recommended, personal goals, and training or qualifications required.
- In the 12th grade, students write a "Plan of Attack" to develop specific options for vocational/technical schools, community college programs, four-year college majors, jobs in the military, or entry-level jobs. They identify areas of occupational interest and detail specific requirements to meet their goals.
- Sample Materials:** Student Educational and Career Portfolio;
Win, Place, or Show . . . Don't Play Career Roulette;
Senior Plan of Attack.
- State Standards:** 316, 405, 702
- National Guidelines:** IV. 8; VII. 8; IX. 5, 6, 10; XII. 2, 3, 5
- Career Information Resources:** Micro-CIS, CIS publications, any standard self-scoring interest inventory (such as Holland Self-Directed Search, Kuder, COP System), an aptitude instrument such as ASVAB or CAPS Self-Scoring Aptitude Test; DOT materials, various career brief kits.

Student Educational and Career Portfolio

Name _____ Class of _____
 LAST FIRST MI

Address _____ Phone _____

My Four-Year Educational Plan

My high school program below reflects the courses of study which help meet my future career, leisure, and family roles.

GRADE 9	1st	2nd
1. English		
2. Science		
3. Math		
4. Global Studies/Health 1		
5. P.E.		
6. Cruise		
7.		

GRADE 10	1st	2nd
1. English		
2. Math		
3. Science		
4. Global Studies II/Govt.		
5.		
6.		
7.		

GRADE 11	1st	2nd
1. English		
2. U.S. History		
3. Health II/P.E.		
4. Math or Science		
5.		
6.		
7.		

GRADE 12	1st	2nd
1. English		
2. Personal Finance		
3. Career Class		
4.		
5.		
6.		
7.		

PRESENT EDUCATIONAL GOAL

	9	10	11	12	
☐	☐	☐	☐	☐	High School Diploma (on-the-job training)
☐	☐	☐	☐	☐	Apprenticeship Program
☐	☐	☐	☐	☐	Technical-Vocational Training (comm. college, bus. ind. school)
☐	☐	☐	☐	☐	Bachelor's Degree Program (4 years college)
☐	☐	☐	☐	☐	Advanced Degree Program (5+ years college)
☐	☐	☐	☐	☐	Armed Forces, Branch _____
☐	☐	☐	☐	☐	Other _____

TENTATIVE CAREER CHOICES

Grade 9 _____
 Grade 10 _____
 Grade 11 _____
 Grade 12 _____
 Name class you have taken that is related to your career choice. _____

CAREER PORTFOLIO COMPLETED

9	10	11	12

Career Development Activities (Counselor Notes)

GRADE 9: GOAL-SETTING, ASSESSMENT OF INTERESTS

Cruise (Career education unit in first semester) _____
Course-specific career education _____
Introduction to Career Information System and QUEST _____
COPS Interest Test _____
Four-Year Plan _____

GRADE 10: EXPLORATION, ACADEMIC ASSESSMENT

Course-specific career education _____
Elective exploration _____
Meet with counselor _____
Four-year plan review _____
Standardized achievement tests _____
Optional: Work Experience _____
 Alternative program, Employment and Training _____
 Other _____

GRADE 11: ASSESSMENT OF APTITUDES

Course-specific career education _____
Four-year plan review _____
Armed Services Vocational Aptitude Battery (ASVAB) _____
Armed Services Vocational Aptitude Battery, Group Interpretive _____
Career Chart Information Worksheet _____
Optional: Pre-Scholastic Aptitude Test _____
 Diversified occupations _____
 Work experience _____
 Alternative programs _____
 Other _____

GRADE 12: PLANNING AND DECISION-MAKING

Course-specific career education _____
Meet with counselor _____
Career unit: Personal Finance _____
Optional: Work experience _____
 Alternative programs _____
 College-Vocational School Fair _____
 College-Vocational School Visits _____
 Other _____

Other Options:

Career Information System books
Shadow experience
Lane Community College courses
Research using Career Center resources
Career educational software
Avocational pursuits

Career field trips
Career Day or Week activities
Job Fair
COPES, CAPS, COPS assessment booklets
Job-O, Ag-O assessment instruments
Alternatives to high school completion (G.E.D.)

Activity - Work - Interest Summary

SUMMARY OF SCHOOL & COMMUNITY ACTIVITIES (GRADES 9, 10, 11, 12)

School and Community Activities	Honors and Awards

SUMMARY OF WORK EXPERIENCES (PAID OR VOLUNTEER)

Employer	Nature of Job	Length of Employment
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

SUMMARY OF APTITUDES, INTERESTS, SKILLS, AND OPTIONAL ACTIVITIES

Name of Activity	Comments/Results
1. _____	_____

2. _____	_____

3. _____	_____

4. _____	_____

Win, Place, or Show . . . Don't Play Career Roulette

Options for the Future

Option 1 Vocational School, Military, Community College, 4-year School, Work (Circle one)

Specifics: _____

Courses First Year:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Things I need to do:

1. _____
2. _____
3. _____
4. _____
5. _____

Option 2 Vocational School, Military, Community College, 4-year School, Work (Circle one)

Specifics: _____

Courses First Year:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Things I need to do:

1. _____
2. _____
3. _____
4. _____
5. _____

Sign off: Counselor _____ Parent/Guardian _____

Military Service Information Sheet

Describe what advantages you see by going into the service NOW

Specifics:

What is the length of service term? _____

What is the starting pay? _____

What is the highest pay you could get in a 4 year program? _____

Where is the basic training? _____

How long is basic training? _____

What specific jobs can you get trained for? _____

What do you see as some of the specific advantages of going and being in the service (the "fringe benefits")?

What are some of the disadvantages you see?

After finishing your specific training in the service, what "civilian jobs" could you qualify for?

What specific benefits can you receive by being in the service and then getting out, e.g., education, loans on houses, etc.

College Information Sheet

General Information

Name of School _____ Size _____

Location _____

Cost for first year

Tuition _____ Books/Fees _____

Room/Board _____ Transportation _____

Personal Expenses _____ Total _____

Identify Specific Requirements

Grade Point Average _____ SAT/ACT _____

Fees _____ Application Deadline _____

Deadline for Housing _____

List two different housing options

Construct your first year's program, including course titles

First Quarter (Semester)

Second Quarter (Semester)

Third Quarter

What, specifically, do you like about the college? _____

Name 2 majors you are interested in and what 3 jobs they can lead to

Major

Jobs

Major

Jobs

What specific steps must you complete to get financial aid?

What are some of the benefits of a college education? _____

Work Information Sheet

Occupational area you are interested in: _____

Briefly describe how you plan to get a job in this field _____

Is there an apprenticeship program or vocational school where you can get training? What are the requirements and costs of such training?

Name 3 places of employment where you might receive on-the-job training.

What is the average hourly wage? _____

What is the monthly salary range? _____

Can you find the job in the current want ads? Cut one out. _____

What is the current rate of unemployment in Lane County? _____

What are the advantages and disadvantages of going to an employment agency?

Name three important "fringe" benefits you should look for:

What other jobs areas are related to this occupation? _____

What factors do you think would help you succeed in this occupation? Explain . . .

Vocational School/Community College Information Sheet

Name of school _____

Location _____

Cost per year to attend _____

Specific programs you are interested in _____

Describe the specific job opportunities that come from this training _____

List the courses you will take:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How long will the program take? _____

What will be the total estimated cost? _____

What other areas might this training lead to? _____

Does the school have financial aid? _____

How do you apply?

Is the program limited in any way (number of people accepted each year, date deadlines, recommendations needed, test at school required, etc.). List if required.

Does the school have a job placement service? _____

List names and phone numbers for three people at the school who you can contact to get further information and help.

Senior Plan of Attack

Project Check-Off Sheet

- _____ Practical Values Test
- _____ CIS QUEST
- _____ Interest test (Kuder, COPS, Holland)
- _____ Aptitude test (ASVAB, CAPS, other)
- _____ Review Student Guide

Identify 3 highest:

Interests

Aptitudes

Work Values

_____	_____	_____
_____	_____	_____
_____	_____	_____

Identify 3 highest areas of occupational clusters:

List six specific careers cards reviewed:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Attend any three of the following presentations:

- Lane Community College
- Military Services
- Work Orientation
- College Orientation
- Financial Aid
- 1990s Careers Outlook

Things to turn in on the final day:

1. summary sheet
2. 3 profile sheets, COPS, CAPS, COPE
3. CIS User's Handbook
4. 3 data sheets
5. 2 different prep sheets
6. Study Guide Sheet

Identify the three most plausible options for next year:

1. _____ 2. _____
3. _____

Taft High School

Contact: Marcy Taylor
Taft High School
4040 High School Drive
Lincoln City, OR 97367-1699
996-2115

School Enrollment: 387

Counselor/Student Ratio: 1:231

Program Summary: Taft High School begins its career development with a career unit in the 8th grade. Counselors from Taft High School go to the middle schools in the spring and use the High School Planner (HSP) with all incoming 8th graders. During this time, the counselors meet with the students in classroom settings to introduce career planning and High School Planner.

In the 9th grade, all students participate in a career education class. Throughout their four years at Taft High School, they continually update the four-year plan within the career and technology center. The center is staffed with a coordinator and volunteer aides who are retired citizens from the community.

Career education occurs throughout the students' curriculum, and the counselors provide teachers with relevant materials. Career education units are provided in 10th- and 12th-grade personal finance and economics classes, respectively. Students also complete individual projects and each 12th-grade and his/her parents meet with the counselors in the fall to use CIS and explore the job search or college information files.

At the end of a student's senior year, he/she will have finished the high school planner and fulfilled the state's guidance standards. An accountability system for monitoring compliance to state guidance standards has been developed by the Lincoln County school district. This "Guidance Program Management" form is completed following each student/counselor (or aide) contact.

Sample Materials: Strategies for Student Success (graphic);
Lincoln County School District Counselor Goals;
Guidance Program Management System;
Counselor Agreement;
Competency-Based Guidance Program Elements (graphic).

State Standards: 702(1)(c), (2)(a),(b); 405

National Guidelines: Counselor Competencies: 40, 43

Career Information Resources:

Micro-CIS, High School Planner



Lincoln County School District Counselor Goals

1. Each counselor will be knowledgeable of the professional mandates and guidelines established by the Oregon Department of Education.
2. Each counselor will be certified by the Teacher Standards and Practices Commission of the State of Oregon.
3. Each counselor, in conjunction with the building principal, will develop a professional growth program.
4. Each counselor will coordinate the selection of the guidance team and its activities.
5. Each counselor will collect objective data through the use of commercial or self-developed instruments to measure student attainment of goals in the four domains.
6. Each counselor will respond to inquiries from local community members.
7. Each counselor will meet the evaluation timelines established by the building administrator.
8. Each counselor, with the approval of the guidance team, will develop and manage a budget to support the guidance and counselor goals.
9. Each counselor will manage a PEP (Personal Education Plan) for the educational, career/occupational and personal/social needs of all students.

Guidance Program Management System

On the following page is a sample of a computer scan form that provides base data for counselor activities at each of our school sites.

The form is to be completed for each student-counselor interaction.

LCSD

GUIDANCE PROGRAM MANAGEMENT

INSTRUCTIONS:

1. Use No. 2 pencil only.
2. Make marks heavy and dark.
3. Fill circles completely.
4. Do not use staples on this form.

Correct Mark



Incorrect Marks



SCHOOL			CNSL			STUDENT					COURSE				
0	0	0	0	0	0	0	0	0	0	0	0	0	0		
1	1	1	1	1	1	1	1	1	1	1	1	1	1		
2	2	2	2	2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9	9	9	9		

TYPE OF CONTACT	IND	GRP	PHN	RFL
Student	☐	☐	☐	☐
New Student	☐	☐	☐	☐
Staff	☐	☐	☐	☐
Parent	☐	☐	☐	☐
Administrative	☐	☐	☐	☐
Service Agency	☐	☐	☐	☐
Other	☐	☐	☐	☐

TIME OF CONF	
Before School	☐
During School	☐
After School	☐
Evening	☐

LENGTH OF CONF		NUMBER IN GRP	
1-5 min	☐	2-15	☐
6-15 min	☐	16-30	☐
16-30 min	☐	31 or over	☐
31-45 min	☐		
Over 45 min	☐		

PRIMARY & SECONDARY REASONS FOR CONTACT		P	S
EDUCATIONAL DOMAIN			
Studying & test taking	☐	☐	
Utilizing resources, etc.	☐	☐	
Problem solving/Ed plan	☐	☐	
CAREER/OCCUP DOMAIN			
Knowledge of self	☐	☐	
Knowledge of world of work	☐	☐	
Career planning	☐	☐	
Employment	☐	☐	
PERSONAL/SOCIAL DOMAIN			
Interpersonal Communications	☐	☐	
Utilizing contributions	☐	☐	
Use of community agencies	☐	☐	
LEISURE DOMAIN			
Group	☐	☐	
Life time	☐	☐	
Personal	☐	☐	
Family	☐	☐	
Administrative Tasks	☐	☐	
Other Management Tasks	☐	☐	

PLANS MADE / ACTION TAKEN	
Class schedule change	☐
Conf. with involved parties	☐
Conf. with parent	☐
Conf. with student	☐
Conf. with teacher	☐
Progress check	☐
Phone call to parent	☐
Referred out of school	☐
Referred in school	☐
Transferred to another school	☐
Scheduled another conf.	☐
Other	☐
None	☐

Counselor Agreement

TO: _____, Senior High Principal
FROM: _____, Counselor

I will make the following contributions to the students, staff, and parents of _____ (School) during the 1988/89 school year:

STUDENT RESULTS:

1.0 Students will acquire and demonstrate the following competencies:

1.1 Each ninth-grade student will:

- Identify attitudes and skills for which employers look in job applicants.
- Demonstrate skills in using the career information resources in the Technology Center.
- Demonstrate skills in using the career decision-making process in choosing a career.
- Identify her/his own work traits and interests.

1.2 Each tenth-grade student will:

- Identify local job opportunities.
- Demonstrate job-seeking and application skills.
- Use at least four sources to find career/occupational information.

1.3 Each eleventh-grade student will:

- Demonstrate skills in career decision making.
- Describe a course of study leading to career goal.
- Demonstrate job-interviewing skills.

1.4 Each twelfth-grade student will:

- Describe work/leisure/educational experiences outside of school that relate to own career goal.
- Demonstrate planning skills required to reach her/his career goal.

2.0 Of those students in my case load who request assistance or are referred, each student will (1) identify the problem, (2) identify the problem characteristics, and (3) help prepare a plan to remedy the problem.

STAFF RESULTS:

- 3.0 I will assist staff to design and implement an improved articulation system with both middle and senior high schools' staffs and between grade levels.

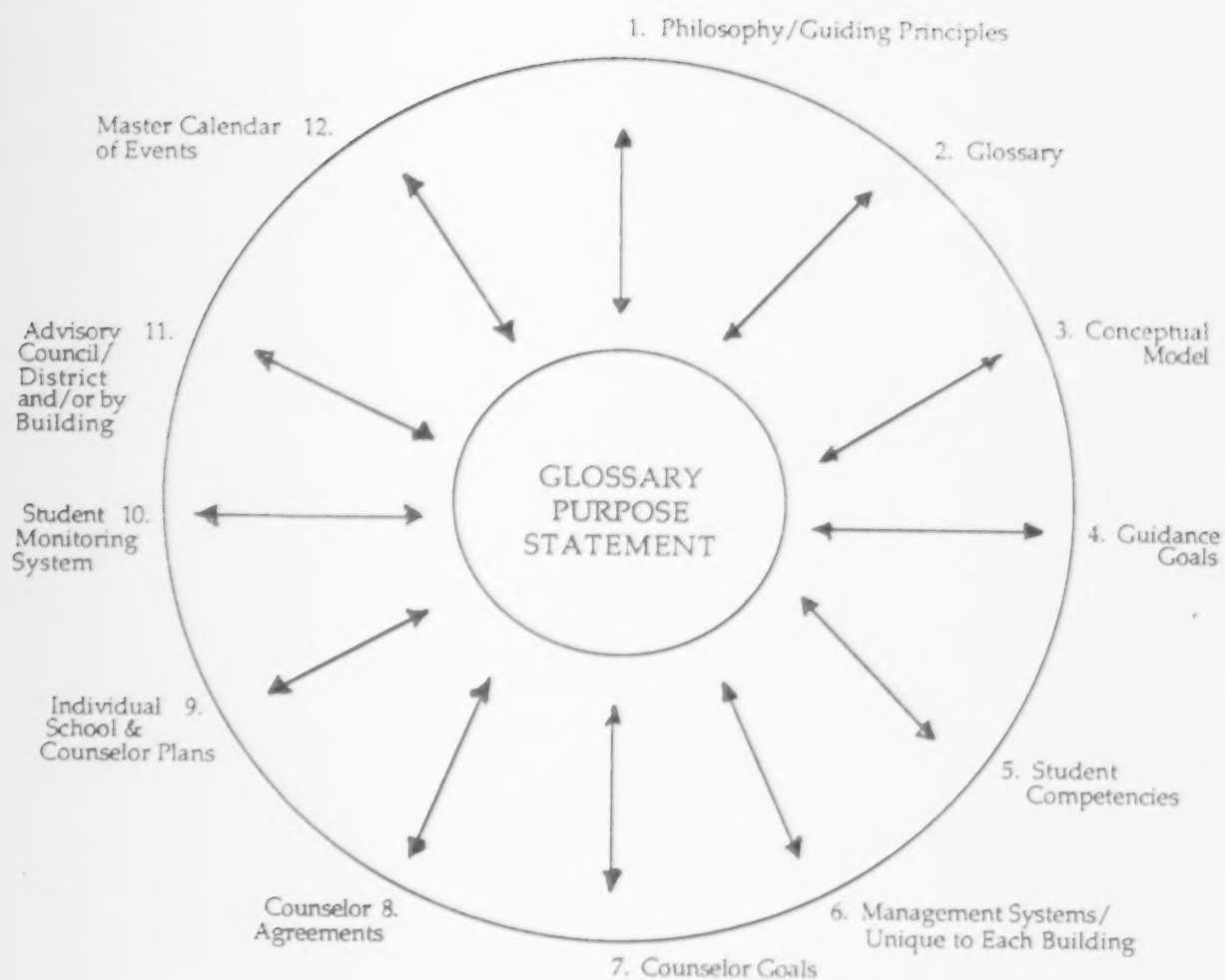
SELF-IMPROVEMENT:

- 4.0 I will update my competencies in learning-teaching styles appropriate for the Talented and Gifted and for slow-learners.

ASSIGNED TASKS:

- 5.0
- I will chair the CORE Team Meetings.
 - I will participate in IEP Meetings when required.

COMPETENCY-BASED GUIDANCE PROGRAM ELEMENTS





Guide/Guidee Programs

Guide/guidee Programs, also called advisor/advisee, establish a teacher-to-student relationship that is useful in accomplishing a wide variety of school activities and administrative details. In most schools that use this model, each classroom teacher (and often each administrator) is assigned a group of students who are "guidees" or "advisees" for their entire school career. Most have regular weekly or monthly guide group periods in which school activities can occur.

Successful guide/guidee programs actively involve all staff in the full educational and guidance processes of the students. The delivery of career education by the guide group leader, however, has met with minimal success for many reasons. A primary problem is that adequate training, expertise, and commitment to career development are difficult to achieve with consistency and quality.

The model program presented here uses the guide group as a uniform place for the counselor to work with students to accomplish career development activities. The guide group leader is an active participant in many of these activities.

Sample Materials:

Central Linn High School	117
■ Occupational Analysis	

Central Linn High School

Contact: Don Moore
Central Linn High School
32433 Hwy. 228
Halsey, OR 97348
369-2811

School Enrollment: 219

Counselor/Student Ratio: 1:219

Program Summary: At Central Linn High School, the counseling department and the career center work together with "Guide Groups" to support career development activities. Each student is assigned to a Guide Group upon entering the high school. Each teacher acts as an advisor (or "Guide") to one group of students. All the students in a group are in the same grade in school, and most students stay with the same Guide and Guide Group throughout their four years of high school. Although career development is not the Guide Group's primary responsibility, some of the school's required career activities take place within it. Activities in the Guide Groups include developing a four-year educational plan, scheduling courses, handing out school information, and taking standardized tests and other assessment instruments.

The "Occupational Analysis" included in this book is a self-directed activity from Central Linn's Career Planning Packet. The Career Planning Packet is a major component of the school's career development program. It includes four parts: "Looking at Yourself," "Looking at Jobs," "How to Get a Job," and "How to Hold a Job." Each student receives the packet in 9th grade and is expected to complete it by graduation. Students' progress is monitored annually, and the Career Center Coordinator meets with 9th- and 12th-graders during elective course time. The career center staff plans to update the Career Planning Packet on a regular basis, one section per year.

Other school career development activities include a unit on completing application forms and writing letters and resumes in the 12th grade. Counselors meet with individual students to help with plans for postsecondary education and to help find information about programs of study, schools, and financial aid.

Micro-CIS is used in all of these activities. The school has a single Micro-CIS system in the Career Center, adjacent to the Counseling Office. The Counseling secretary provides some support for the Career Center Coordinator. Planned changes for the program include introducing High School Planner in the Guide Groups with counselors, connecting the Career Planning Packet more closely to the four-year educational plan, and adding an employee to help in the career center.

Sample Materials:

Occupational Analysis: CIS First Session Worksheet;
CIS Second Session Worksheet;
CIS Third Session Worksheet.

State Standards:

316; 702(1)(a)

National Guidelines:

I.3; IV.3, 5; VI.1; VII.7; VIII.4; XII.2

Career Information Resources:

QUEST, Micro-CIS, High School Planner, *Oregon Occupations*

Occupational Analysis

CIS First Session Worksheet

The Career Information System was developed to help you explore careers and find out more about the career you have already decided upon. The system takes into consideration your physical concerns, location preferences, education and training, aptitudes, interests, abilities and desired wage.

You will complete QUEST two additional times during your high school years. Career Center staff will take you through the process this first time. It is then your responsibility to make appointments in the career center to complete the two other sessions. One appointment must be at the 12th grade level.

Read the instructions carefully in the CIS *User's Handbook* and then complete the QUEST questionnaire. You may use QUEST on the computer or with the Needle-Sort deck. After completing the exercise, list the titles of five occupations that appear on your print out (or that stayed on your needle) and that you are interested in presently.

Five Titles

1. _____
2. _____
3. _____
4. _____
5. _____

1. Take one occupation from the list of five above and discuss why you like it best. Include information about salaries, work conditions, benefits, job availability, etc.

2. Was the job that you previously had considered among the five listed? (YES - NO)

If Yes, why?

If No!, Why not?

Completion Date _____
Central Linn High School
July 1987

CIS Second Session Worksheet

1. Did your QUEST list produce the same results as when you first completed the process? Yes No

A. If NO - what occupations changed?

1. _____

2. _____

3. _____

4. _____

5. _____

B. What answers produced the changes? _____

2. Using the *Oregon Occupations* book or the Micro-CIS occupations printout, complete the following for two occupations:

A. Occupation title: _____

Brief description of duties on the job: _____

Earnings: _____

Outlook: _____

Preparation: _____

B. Occupation title: _____

Brief description of duties on the job: _____

Earnings: _____

Outlook: _____

Preparation: _____

Completion Date _____

Central Linn High School

July 1987

CIS Third Session Worksheet

What changes in your occupation list occurred after completing QUEST the third time? Explain why the changes occurred.

List your current top five occupations:

1.

2.

3.

4.

5.

Current occupational goal:

From the information found in the *Oregon Occupations* book or printout, complete the occupational analysis below.

A wide variety of materials can be found in the Career Center to assist you in completing this analysis. First familiarize yourself with the reference books, the audio-visual materials, the pamphlets, the CIS books and the other information. Then complete this analysis.

Occupational Analysis Outline

I. Classification

- A. Correct Occupational Title:

- B. Major Occupational Group:

II. Description of work (list at least five tasks or duties)

- A.

- B.

- C.

- D.

- E.

III. Working conditions

- A. Physical surroundings (noisy or quiet, indoors or outdoors, hot or cold, air conditioned, etc.)

- B. Working schedules (steady, loss of time because of weather, seasonal, dangers, standing or sitting on the job, odd hours, tiring, heavy or light lifting, etc.)

IV. Personal qualities required

A. Mental abilities and aptitudes needed (mathematical, clerical, verbal, science, mechanical, etc.) _____

B. Personality traits (speech, appearance, honesty, tact, etc.) _____

C. Interest requirements (in machines, ideas, people, outdoors, etc.) _____

D. Physical requirements (active or sitting job, strength, height, weight, age etc.) _____

V. Education or training needed

A. Usual type of education - list one (business school, technical school, community college, four year college, apprenticeship, special school) _____

B. Years of education after high school _____

C. Skills needed _____

D. Courses in high school that would help to prepare you for this job: _____

E. Where to get the training _____

Name and addresses of schools: _____

Course Length

Yearly Cost

F. Do employers have on-the-job training programs? (YES - NO) (describe if yes)

VI. Location of employment

A. Most workers in this career are found - list one (cities, rural areas, all areas, offices, factories, other) _____

B. Specific firms in a city, state, or area where this type of job would be available (list three)

1. _____

2. _____

3. _____

VII. Outlook

A. Are additional workers needed now in this occupation? (YES - NO)

B. Will more workers be needed in the future? (YES - NO)

C. Is it considered a bright future, status quo, or dead end job? (List one)

D. Job outlook in next 10 years: (list two points)

1. _____

2. _____

VIII. Earnings

A. Beginning wage (underline per: hour, day, or year). \$ _____

B. Wage earned by most workers. \$ _____

C. Highest reported wage. \$ _____

D. Is there usually a paid vacation? (YES - NO)

E. How would you be paid for overtime? (time off, time and a half, etc.)

F. Fringe benefits-list (holidays off with pay, sick leave, hospitalization plan, dental plan, pension plan, etc.)

1. _____

2. _____

3. _____

4. _____

IX. Hours of work

- A. Usual hours per day: _____
- B. Number of days per week: _____
- C. Number of hours per week: _____
- D. Night work - circle one (never, always, sometimes)

X. Promotion

- A. Are there opportunities for promotion? (YES - NO)
- B. Must one get additional training to qualify for promotion?
1. Formal (YES - NO)
 2. Informal (YES - NO)
 3. Apprentice training (YES - NO)
- C. Are there related occupations to which this job may lead either with or without more training? (YES - NO)

If YES, list two:

- D. Possibilities for the first promotion are - list one (poor, fair, good)

XI. Health and safety

- A. Are there health dangers involved? (YES - NO)
- If so, what kind? _____
- _____
- B. Is there a high accident rate on this job? (YES - NO)
- C. What safety precautions must be taken?
1. Wear protective clothing? (YES - NO) _____
 2. Safety rules (YES - NO) _____

XII. Employee organizations

- A. Would you be expected to join a union? (YES - NO)
- B. Would you be expected to join an employee organization other than a union? (YES - NO) _____
- C. Is a license required? (YES - NO) _____

XIII. Advantages - Disadvantages of occupation

A. Advantages

B. Disadvantages

XIV. Sources of additional information

A. Title: _____

Source: _____

Address: _____

Phone: _____

B. Title: _____

Source: _____

Address: _____

Phone: _____

B. Title: _____

Source: _____

Address: _____

Phone: _____

Completion Date _____

Central Linn High School

July 1987



Career Center Approach

Just as the counselor can provide a focal point for career development in a school, the career center can serve as the centerpiece. Often the career center is an outgrowth of the counseling office; ideally, it is located in close proximity to the counseling office to ensure the counseling staff has access to its resources. Staffing is important: some schools designate a counselor, secretary, career center aide, or career center coordinator (who may also be a teacher) to staff the center; many rely on volunteer assistance.

Services and resources of a career center can cover a wide scope of career and postsecondary educational needs. The Career Information System delivery systems are housed in the center. Other written and audio-visual resources on occupations, testing, job search, and post-secondary schools are provided. Most centers maintain a filing system for miscellaneous articles and pamphlets that is compatible with the CIS classification systems. Books on college selection, financial aid, careers in various fields, personal career development, and job search are available. The career center may be the clearinghouse for materials used in classes by other teachers, for interest inventories and aptitude testing, for SAT preparation, for military recruiters' visits, and for the cooperative work experience program.

The career center cannot, however, operate in a vacuum. It needs a forum for student orientation, prescribed student activities, a tracking system, and classroom and counseling support and integration with its services and resources.

Sample Materials:

Newberg High School	129
■ Newberg High School Career Development Goals and Objectives	
■ Student Career Checklist	
■ Career Planning Flow Chart	
■ Career Profile	
■ Interview Questionnaire	

See Also . . .

**Career Center Approach
as a Secondary Strategy:**

■ Central Linn High School	117
★ Churchill High School	75
■ Sheldon High School	87
■ Taft High School	105

Newberg High School

Contact: Myrna Friese or Bob French
Newberg High School
Elliott Road
Newberg, OR 97132
538-8361

School Enrollment: 1,161

Counselor/Student Ratio: 1:387

Program Summary: Newberg High School's career program is organized around a central career center. The career center staff keeps a "Student Career Checklist" for each student and checks the activities off as they are completed.

Students meet with a counselor at every grade level. They are required to complete "Career Profiles" in grades 9 and 10 and to explore career options through QUEST and a self-awareness presentation. Students in the 10th grade take a Personal Finance class in which they prepare a resume and learn job-seeking skills.

Activities for 11th and 12th-grade concentrate on a general occupational area and/or educational training. Juniors attend career information day and take the ASVAB or PSAT test. Seniors update their resumes, go to interviews at the job fair, college fair, military presentation, and complete an employment and labor unit in their economics class.

Sample Materials: Newberg High School Career Development Goals and Objectives;
Student Career Checklist;
Career Planning Flow Chart;
Career Profile;
Interview Questionnaire.

State Standards: 702(1)(a); 316; 405

National Guidelines: I.3; IV.5,8; V.2; VI.1,6,7; VII.7; VIII.4; IX.9,10; XII.2,3,5.

Career Information Resources:

Micro-CIS, CIS publications, *Oregon Careers*, aptitude tests.

Newberg High School Career Development Goals and Objectives

9th Grade

Goals: The student will make tentative career development plans.

Objectives: The student will demonstrate the ability to

1. make personal choices and decisions appropriate for individual needs.
2. match selected careers to identified interests and preferences.
3. review his/her four-year educational plan.
4. select appropriate Newberg High School course offerings to match career goals.
5. locate and use career center resources.
6. investigate three specific careers matching identified interests and preferences.

Suggested Activities: The following activities will provide assistance in achieving objectives: counselor conference, career center orientation, parent orientation, standardized career profile development, vocational course orientation, interest surveys, self-awareness and decision-making presentation, and a variety of small group activities and written assignments.

10th Grade

Goals: The student will assess career development plans and develop job search techniques.

Objectives: The student will demonstrate the ability to

1. establish tentative career and educational goals.
2. apply job search and application procedures.
3. identify career/occupation choices related to personal interest, values, aptitudes and abilities.
4. investigate two careers compatible with identified preferences and interests.

Suggested Activities: Objectives will be met by implementing the following activities: counselor conference, standardized aptitude test, interest survey, career profile development from CIS output, and successful completion of the job search unit in the personal finance class. The job search unit will involve individual and group presentations and written

and oral assignments to cover these areas: obtaining a Social Security number and work permit, finding job openings, filling out application forms, writing a resume and cover letter, learning techniques for interviewing, and writing follow-up letters.

11th Grade

Goals: The student will assess career development plans as they relate to academic and personal choices.

Objectives: The student will

1. review and update the educational plan, including tentative post-graduate plans.
2. assess first-hand information from four authorities in four separate fields.
3. assess aptitude.
4. familiarize himself/herself with the Newberg High School cooperative work experience and general work experience programs as they relate to entry-level career opportunities.

Suggested Activities: Juniors will accomplish the above objectives by the following opportunities: counselor consultation, attendance at four sessions of Career Information Day or alternative assignment, completion of the ASVAB or PSAT test, and work experience program orientation and elective participation.

12th Grade

Goals: The students will assess career development plans and prepare for appropriate post-high school plans.

Objectives: The student will demonstrate the ability to

1. review and update the educational plan and develop post-high school direction.
2. update his/her resume to be reflective of current goals and experiences.
3. gain first-hand insight into one of the following post-high school opportunities: entry-level employment, military, college/technical school training.
4. investigate the role of employment and labor market conditions in the economy.

Suggested Activities: Seniors will fulfill the above objectives by the following activities: counselor conference; personal current resume preparation; attendance at job fair, military interviews, or college fair; and completion of the Employment and Labor unit in economics classes.

This Sheet is placed in the student's file in the Career Center and signed off as he or she completes each item.

Name _____

Class _____

Student Career Checklist

9th Grade

Cluster Presentations

Signature

Career Profiles
(includes Job-O and Orientation)

Signature

Signature

Signature

Signature

Self-Image Presentation

10th Grade

Job Search Unit

Social Security Card
Work Permit
Applying for jobs
Finding job openings
Job Applications
Resume
Interviewing techniques

Signature
Personal Finance

QUEST and Two Career Profiles

Signature

11th Grade

Career Information Day

Signature

ASVAB or PSAT test

Signature

12th Grade

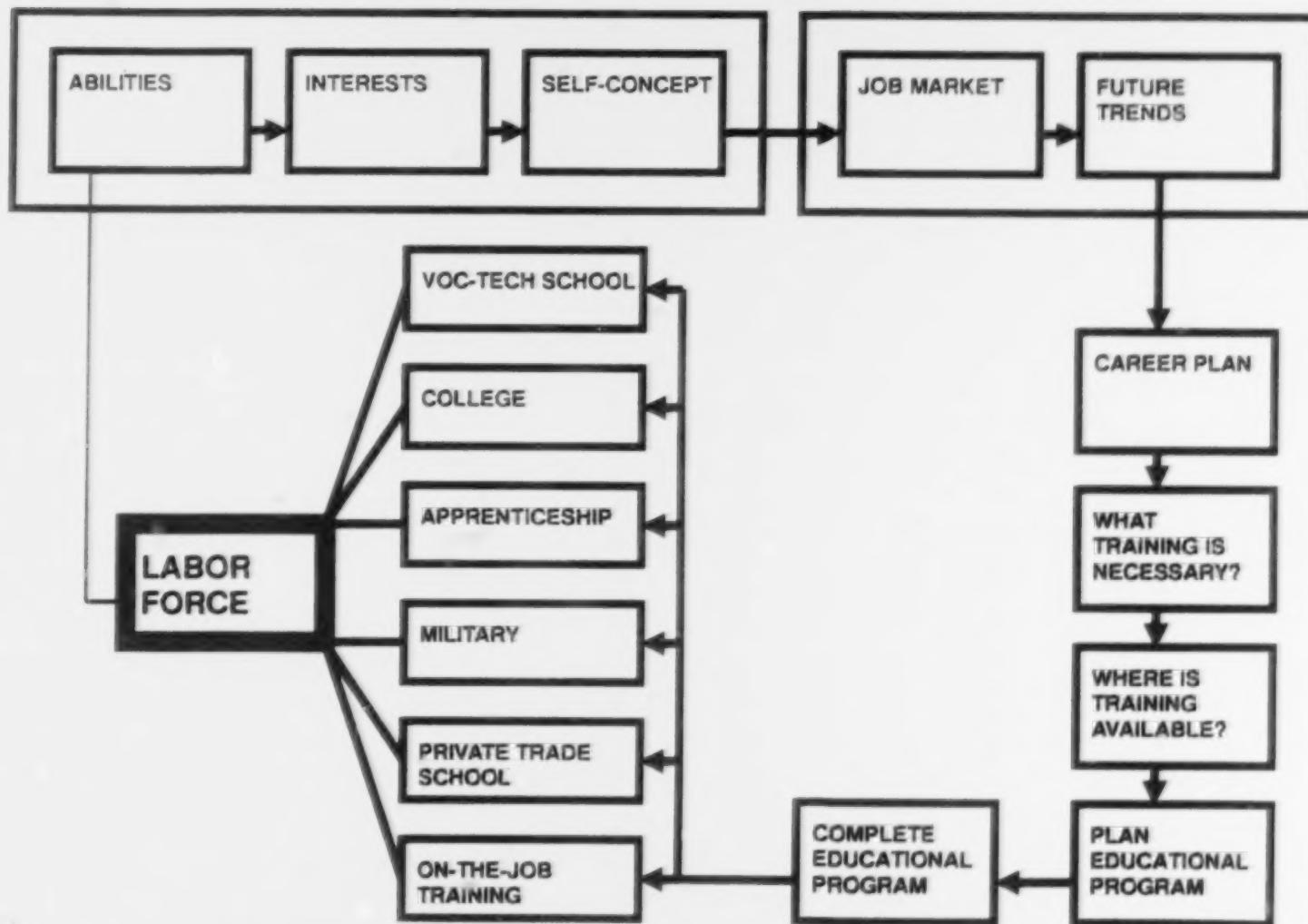
Update Resume

Signature

Job Fair, College Fair/SAT
or
Military Rep. Meeting

Signature

Career Planning Flow Chart



Freshmen complete three profiles after filling out Job-O-Interest Survey and selecting three careers of their choice. They use *Oregon Careers* newspapers and CIS information books in the Career Center.

Name _____

Career Profile

Name of Career: _____

Duties and Responsibilities:

1. Description of work performed on the job (list minimum of five duties):

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____

2. Describe the specific skills necessary to perform this job:

Education/Training Needed for the Job:

1. What courses do you plan to take in high school that would help prepare you for this career?

2. What additional training do you need in order to enter this career (If just a high school diploma is necessary, please indicate.)

3. Considering your grades and attendance record at high school, are these educational and training requirements realistic for you?

Yes _____ No _____

Salary and Benefits:

1. What is the salary range?

2. Would this salary provide enough money for you to live as you want?

Yes _____ No _____

3. What are the other benefits in this career?

Current and Anticipated Needs: (Refer to *Careers Newspaper*)

1. Is there a need for workers in this career in Oregon? Yes _____ No _____

2. Will the demand for workers increase or decrease in the next five years?

Increase _____ Decrease _____

3. What schools can you attend in Oregon to prepare for this career?

Community Colleges _____

Trade Schools _____

Apprenticeship Programs _____

Colleges/Universities _____

On-The-Job-Training _____

Resource Materials:

List the two resources that you used to gather the information to prepare your Career Profile.

Seniors who miss the Career Day talk to three people who have jobs in their area of interest and complete this form for each interview.

Student's Name _____

Interview Questionnaire

NAME OF PERSON INTERVIEWED: _____

Address and Phone: _____

Questions for career interview:

1. Basic skills needed for occupation: _____

2. Type of education/training needed for this type of work: _____

3. Chances for promotion or advancement: _____

4. Courses I should be taking in high school that would help me in this career: _____

5. What are the working conditions like? _____

6. Are there any benefits that go with the job? _____

7. Is there an opportunity to go into business for myself or be placed in a similar civilian position after service or experience in this type of job? If so, what career would I be trained for?

8. Is there a lot of physical activity related to this job? If so, specify: _____

9. What are the advantages and disadvantages of this type of job?

Advantages

Disadvantages

10. What does your job entail, and is there a great deal of responsibility?



Independent Student Projects

Independent student projects provide a way to ensure that self-directed activities occur within the high school years. They are similar to counselor-directed activities, but tend to have a more specific and independent process for the student to follow. Schools use these projects most often to fulfill one element of a comprehensive program.

The model presented here provides an option to the required career education class, primarily for students who transfer into the high school. Some independent student projects are also affiliated with career center approaches and guide-guide programs. A well-written handbook or guide is a prerequisite for an effective project. Also, the students need access to assistance and advice while they are working on the project as well as feedback on their final product.

Sample Materials:

Tigard High School	139
■ Career Project for 9th Graders	

See Also . . .
**Independent Student Projects
as a Secondary Strategy:**

- Taft High School 105

Tigard High School

- Contact:** Don Feller
Tigard High School
9000 SW Durham Road
Tigard, OR 97224
684-2255
- School Enrollment:** 1,605
- Counselor/Student Ratio:** 1:325
- Program Summary:** In the ninth grade, all Tigard High School students take a career education class that uses CIS, the *Occupational Outlook Handbook*, the COPS and SDS. If a student transfers to Tigard High School and misses the class, he or she does the Career Project, monitored by a counselor.
- In the chemistry class, which about 30% of the 11th-graders take, students do an infused career project.
- All juniors take a Personal Finance class with a career education unit that focuses on life after high school, the community college option, 2 + 2 programs, financial aid, and job search.
- Finally, all counselors help their student advisees use CIS for career exploration and to get national school and scholarship information.
- Sample Materials:** Career Project for 9th Graders
Career Occupation Report
Interview
Interview Form
School -- College -- Training
Completion Notice
- State Standards:** 316; 702(1)(a)
- National Guidelines:** 1.3; IV.3,5; VI.1,6,7; VII.7; IX.5,10; XII.2
- Career Information Resources:** Micro-CIS, *Occupational Outlook Handbook*

Career Project for 9th Graders

The Career Project May Meet One of Several Tigard High School Requirements

If you are a transfer student to THS, completion of the Career Project may cancel the need for a make-up of 9th grade Careers Class. The Career Project may be used to complete competency #14. Certain THS classes, such as chemistry, require the completion of the Career Project as a necessary part of that class.

Students using the Career Project as a substitute to a career class or competency must coordinate the work with the career counselor in the Guidance Center BEFORE starting. Plan forms must be signed in advance.

The Career Project is simple and fun. The amount of time required is small (only hours), but if you discover how useful the Career Information System (CIS) is, you may spend more hours locating information on your future. We want you to be familiar with CIS because this information source is easy to use and will be the best source of help in completing the Career Project. You'll find the computer terminal in the Guidance Center. Begin by following these simple steps:

1. Make plans to work on the CIS computer terminal to complete QUEST (approximately 20 minutes). Sign up for use in the Guidance Office.
 - a. Complete QUEST and select one OCCUPATION from the list. This becomes one of three CAREER/OCCUPATIONS you must complete. (Circle this occupation and your name and turn in the CIS printouts with the completed projects.)
 - b. Decide upon an OCCUPATION that is in some way related to an upper level class or a special class such as chemistry, which you have taken or are taking. This becomes a second of the three CAREER/OCCUPATIONS you must complete.
 - c. Decide upon any third career and complete a CAREER/OCCUPATION report on it.
2. **INTERVIEW:** To help you better understand one of the CAREER/OCCUPATION areas, interview a person who is in that field. This interview will help you make a decision about the appropriateness of that field for you. FOLLOW the suggested questions when planning your INTERVIEW and write out general answers to key questions you asked.
3. **SCHOOLS -- COLLEGES -- TRAINING:** Making good decisions about what kind of education and training you choose after high school is as important as any decision you have made so far. To help you examine the choices available, CIS offers substantial help. Every post-high school in Oregon is listed in CIS. The topics of available information are clearly given in the CIS *User's HandBook*. Students wishing to gather information on colleges and universities outside Oregon may do so by using the National school numbers found in the *Guide to American Colleges*.

Your task is simple. Select one post-high school, college or training school and answer the questions on the form provided.

4. **RESUME' -- PERSONAL DATA SHEET -- VITA -- PERSONAL JOB APPLICATION:** These are all names for the same item; a personal description of yourself that is a necessity when applying for jobs and higher goals as an adult. Even if you never apply for a professional-level job, knowing how to complete a correct resume' on yourself will help you greatly in completing JOB APPLICATION forms and government type forms. Be sure that your Resume' has at least three adult, non-related references with phone numbers and addresses. You are to complete a correct resume' (if not typed, must be neatly printed in ink). To help you make this an easier task, use the CIS and ask for JS 51-58.

THE END, AT LAST! When you have completed the required tasks, double check to see that you have done all of them.

1. Completed "QUEST."
2. Completed three CAREER/OCCUPATION reports.
3. Complete the SCHOOL/COLLEGE/TRAINING form.
4. Prepared a formal RESUME'.
5. Completed the required INTERVIEW.
6. Sign the completion notice and attach your QUEST printout, then turn in completed results to the appropriate person.

Career Occupation Report

Name _____

- ☐ Chem Class
☐ Transfer Student
☐ Other

1. Classification:

Occupation/Title _____
CIS # (if applicable) _____

2. Major duties of job:

3. Job skills required:

4. High school courses that would help to prepare for entry into this occupation:

5. Post-high school or college program courses that would help to prepare for entry into this occupation:

6. If post-high school training is needed:

7. List any aptitudes, interests and personal requirements of the job:

8. Job Future:

Is there a demand for workers now, how does the future demand look, etc.?

9. Job Compensation & Personal Responsibilities:

What is the starting wage _____ Highest _____

What kind of fringe benefits are offered _____

Will you be expected to join a union, employee or professional organization?

_____ (specify)

10. Where will you find employment in this job? (List four specific names of firms - two outside of the Tigard area)

11. What are some of the negative aspects of this job? (hazards, travel, pay?)

12. How and where would you go about locating openings for this job?

13. How much does this job interest you now?

_____ Definitely _____ Probably if I knew more _____ Only mildly interested
_____ Not interested _____ Definitely not interested anymore

14. Why did you answer #13 as you did?

15. What two (or more) sources gave you most of the above information?

16. What person has helped you with personal information on this job?

17. WHAT INFORMATION ON THIS JOB or WHAT NEXT JOB do you want to study?

18. Did you interview a person on this job? If so, who?

Interview

Interviews

Complete an interview with an adult (21 or older) employed in any of three occupations from your list of Career/Occupation choices. After the interview, write a summary of the interview. Attach (staple, tape or paste) your interview to the back of this page.

When interviewing an individual about their vocation (job), there are certain standard questions that can be asked. However, do not feel restricted to asking only these questions. Feel free to ask questions from the "CAREER/OCCUPATION REPORT" forms that were not answered by supplied sources.

Suggested Interview Questions

A. Name of person being interviewed _____

Date and location of interview _____

Occupation and employer of person being interviewed _____

B. Suggested questions

1. What training is required?
2. Is any experience required? If so, how much?
3. What is the beginning pay? Top pay?
4. Do you work overtime? Is this required?
5. What are the fringe benefits? (i.e. insurance, education, vacation, etc.)
6. Are you required to join any unions or associations?
7. What are the working conditions? (clean, hot, outdoor, travel)
8. What type of supervision do you get?
9. What are the promotion opportunities or steps on this job?
10. What is the future outlook for this job?
11. What do you feel are the advantages and disadvantages of this job?
12. Would you recommend a young person to select this as a career today?

C. Process:

Call a person in a career position you are researching. Identify yourself by name and tell the person you are from Tigard High School and would like to take a few minutes of their time to get some career information for a class. If they say o.k., go ahead and ask some questions as suggested on this page. If the person does not want to answer any particular question (such as money, etc) simply go on to the next question. When you end the conversation, be sure to thank the person for his/her time. Most importantly, be polite! Afterwards, send a thank you note to the person to express your appreciation.

Interview Form

Interviewee _____
Address & Phone # _____

Career area _____
When & where did the interview take place : _____

Summary of interview:

School -- College -- Training

1. _____

Complete name, address and phone number of school selected and the CIS numbers:

- a. _____
Annual tuition/fee cost?
- b. _____
Room & board annual cost?
- c. _____
What is the number enrolled?
- d. _____
What degree or certificates may be earned?

List five areas of specialization offered by this school; then briefly tell which program interests you the most and why?

2. _____

3. _____

Match by name one of this school's programs that is closest to one of your three career/occupation reports.

Completion Notice

- A. I certify that I have completed this career package.

name of student

address

phone number

date

- B. I certify that I have reviewed this career package and that it meets the career requirements as specified by Tigard High School.

staff signature

date

career-related class



Career Education Infused in the Curriculum

This concept, in its purest form, integrates career education into all subject areas at all grade levels. For schools to meet Oregon State Standard 405, infusion is required. Some schools have attempted to use an infusion approach to meet all of the career standards. Over time, most schools have combined this approach with one of the other models represented earlier in this publication.

Infusion at the high school level has not been well documented. In preparing this book, we were unable to identify a school with curriculum resources for publication. Some sample activities are available in the *CIS Implementation Handbook*. The CERES Project, in the Ceres School District in California, provides a K-12 infusion model through the National Diffusion Network.

Understandably, this is the most difficult of the state standards to meet and document. Infusion requires strong administrative leadership, district-wide goals, staff commitment, and accountability.

Career Education Infused in the Curriculum as a Secondary Strategy:

- Taft High School 105
- Tigard High School 139

Section 5

Oregon Career Information Resources

Oregon Careers

Oregon Careers is an annual news tabloid that covers occupational news in the state. It generally includes articles on the Oregon economy, job search, and agency resources. It also includes information about pay, outlook for 300 occupations, courses of study, and schools offering training.

Cost and Availability: Free

Contact: David Allen
Occupational Program Planning System
Employment Division
875 Union Street NE
Salem, OR 97311
(503)378-6400

The Career Information System (CIS)

The Oregon Career Information System (CIS) is a public interagency consortium that provides current labor market and educational information in easy-to-understand formats to individuals, schools, and social agencies. CIS is recognized by the Oregon Occupational Information Coordinating Committee as Oregon's state-based career information delivery system in accordance with the Carl D. Perkins Vocational Education Act. The purpose of CIS is to improve career choices and training opportunities.

CIS collects current local and national labor market and educational information and presents it in ways that are understandable and simple to use. The occupational information covers about 95% of employment throughout the state, and it is updated continuously. The educational files include programs of study and training leading to a license, degree, or certificate in an occupation, plus information on over 300 public and private schools in Oregon and more than 2000 four-year colleges and universities throughout the country. The educational information is updated annually. The Career Information System develops and maintains computer and cardsort systems for delivering the information. CIS provides extensive technical help, and user services representatives consult with users on ways to implement the system effectively.

Information Files and Sorting Programs:

CIS includes the following information and sorting modules. The computer code word for each module is shown in parentheses:

- **QUEST:** a 21-question computerized sorting tool that helps individuals explore personal career options in light of the current labor market. After completing QUEST, the individual receives a list of potential occupations that are compatible with his or her reported interests and abilities.
- **Assessment Link (LINK):** a program that matches occupations identified on tests such as the Strong-Campbell Interest Inventory or the ASVAB with CIS occupational information.
- **Occupations (OCC):** information about 316 occupational categories that cover more than 95 percent of the employment opportunities in Oregon and major kinds of work found elsewhere in the country. The occupational descriptions include required aptitudes and skills, work setting, preparation, licensing, wages, current employment, and outlook. Occupations are clustered according to common, specific, functions.
- **Military Career Information (MIL):** information about over 200 occupations in the military, work setting, training provided, and listings of military specialties.

- **Visit (VISIT):** address and phone number listings for people in various occupations who are willing to spend time to talk with individuals interested in their field.
- **Programs of Study and Training (PROG):** information about all types of postsecondary education, from apprenticeship to professional degrees, descriptions of each program, and listings of the schools offering the programs in Oregon.
- **National SCHOOLSORT (SCHSORT):** a sorting device that allows an individual to search the National School File for colleges and universities that match educational needs. The seven selectors are program of study, degree, region, school setting, school size, admission requirements, and maximum tuition and fees.
- **Oregon Schools (SCH):** detailed information covering 62 topics for all accredited public and private colleges, universities, community colleges, and vocational training schools in the state--more than 280 institutions.
- **National Schools (NSCH):** information covering 48 topics on more than 2,000 accredited public and private four-year accredited institutions throughout the United States.
- **Financial Aid (AID):** information about major sources of financial aid for college and postsecondary vocational education, together with detailed information about specific national, state, and local scholarships. The scholarships are organized into six major groups: field of study, talent awards, academic excellence and need, personal characteristics, organizational affiliation, and local scholarships.
- **Working for Yourself (OWN):** a frank discussion of the rewards and costs of self-employment and descriptions of the possibilities for self-employment in different groups of occupations. The Working for Yourself File also describes characteristics of successful entrepreneurs and essential aspects of business planning and operation.
- **Employer Information (EMPL):** for each CIS occupation, a list of typical employers in any area of the state or nation and cross-references to telephone book ("yellow pages") headings.
- **Job Search (JS):** instructional information about job-seeking necessities such as making a resume, interviewing, writing cover letters, researching employers, finding out about benefits and labor laws.

Supplementary CIS Guidance Software:

- **Micro-SKILLS (SKILLS):** a tool for matching self-assessed skills with the skill requirements of occupations.
- **High School Planner (HSP):** a computer program that helps high school students plan their four-year course schedule based on their educational and career goals and their school requirements.

User Services:

Training: User services representatives provide comprehensive training for new users. For site coordinators who have had CIS for at least the previous year, CIS organizes fall update training centralized by region and special training for community college and agency coordinators.

User's Handbooks: Each student or client receives a User's Handbook to help guide them through CIS. The handbook includes the QUEST questionnaire, a complete index of CIS occupations, programs of study, and schools, and instructions and commands for using the system.

Implementation Handbook: The person who is responsible for coordinating the use of CIS in the school or agency receives an Implementation Handbook. This handbook outlines in detail the capabilities and information in CIS and also ways to use it effectively with students or clients. A major section in the handbook is a set of learning activities educators can use to put CIS to work in counseling and in classes.

Newsletter: User sites receive the CIS newsletter, Update, three times per year. The newsletter highlights important CIS activities, such as fall training workshops and information updates, and it includes notes of interest for vocational and career counselors, teachers and administrators.

Follow-up and Technical Assistance: The user services staff works with schools and agencies who use CIS to solve problems, help plan new uses for the system, and to improve operations. The CIS technical support staff joins user services to guide coordinators through the purchase and implementation of CIS on microcomputers.

Computer and Non-Computer Formats:

Computerized CIS: The standard format for CIS on computer is Micro-CIS, a system that runs on a microcomputer with a hard disk. A few sites use interactive mainframe computer terminals. The computer system is easy to use: individuals can search CIS files and get information relevant to their personal plans and preferences. Micro-CIS includes all CIS information files. Other individual sorting programs are available on floppy disks, such as Micro-QUEST (includes QUEST and occupation titles only) and Micro-SCHOOLSORT (includes the School Sort program and national school titles only).

Manual CIS: The Needle-Sort Kit includes a deck of cards (one card for each occupation in CIS), sortable with the QUEST questionnaire in the User's Handbook. It also includes a complete set of CIS occupational and educational information books.

Publications: The CIS publications include *Oregon Occupations, Programs of Study and Training, Working for Yourself, Oregon Schools* (Vols. I and II), and *Short-Term Training Programs, Financial Aid for Oregon Students, and Finding and Following Job Leads*.

Cost and Availability: The Career Information System operates as a public consortium of users, controlled and supported by the organizations that use the service. Clients and students are not charged directly for using CIS. However, the institutions using CIS are charged a service fee, which varies according to the number of people served. Software and other materials are then available to these member institutions at cost. The Oregon Career Information System is currently used in over 380 sites and serves more than 150,000 people each year. Users include school districts, JTPA programs, community colleges, displaced homemaker programs, education service districts, four-year colleges and universities, private vocational rehabilitation and counseling firms, agencies and schools serving the disadvantaged and handicapped, private industry, the State Vocational Rehabilitation Division, and public libraries.

Contact: User Services
Career Information System
1787 Agate Street
Eugene, OR 97403
(503)686-3872

Section 6

National Career Information Resources

Dictionary of Occupational Titles, Fourth Edition

A comprehensive classification system, developed by the U.S. Department of Labor, that includes over 20,000 occupational titles. Provides detailed descriptions of job duties and knowledge and skill requirements. The Occupational descriptions are arranged so that closely related jobs are grouped together.

Note: Widely used in job placement and vocational counseling. Each occupation has nine-digit code, part of which identifies the job relationship to data, people, things.

Date of Issue: 1977 (see 1986 supplement)

Cost and Availability: Cost:\$32.00
Stock Number 029-013-00079-9. Make check payable to "Superintendent of Documents."
Can be found in most schools and libraires.

Contact: Government Printing Office Bookstore
1305 SW First Avenue
Portland, OR 97201
Telephone:(503) 221-6217

Dictionary of Occupational Titles - Supplement

Titles, codes, and definitions for occupations that have emerged since the 1977 publication of the *Dictionary of Occupational Titles* and for occupations omitted in that publication. Occupational definitions appear in numerical order corresponding to the Occupational Group Arrangement of title by 9 digit code in the DOT.

Note: Definitions may not coincide with context of jobs as performed in particular localities or establishments. May be necessary to research local information about jobs within the community.

Date of Issue: 1986 4th Edition Supplement

Cost and Availability: \$5.50 Stock Number 029-014-00238-1
Make check payable to "Superintendent of Documents."

Contact: Government Printing Office Bookstore
1305 SW First Avenue
Portland, OR 97201
Telephone: (503) 221-6217

Guide for Occupational Exploration, Second Edition

A tool for career exploration developed by the U.S. Department of Labor. Provides information about job duties, working conditions, skills, and abilities needed, and entry requirement for each of 66 occupational groups, called "Work groups." Occupational titles and codes from the *Dictionary of Occupational Titles* are also listed for each work group.

Note: The work groups are organized into 12 general interest areas to aid in locating those of the most interest to the individual. Designed to be used by vocational counselors and by individuals without counselor assistance.

Date of Issue: 1984

Cost and Availability: \$14.00
May be found in local school career centers and libraries.

Contact: American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

***Military Career Guide:
Employment and Training Opportunities in the Military***

Provides an occupational basis for interpreting ASVAB results by describing 134 military enlisted jobs which are related to ASVAB scores. Also includes descriptions of 71 officer occupations. Military occupations are linked to civilian job groupings and to publications which describe civilian careers.

Date of Issue: 1988-89

Cost and Availability: Free

Contact: U.S. Military Entrance Processing Command
2500 Green Bay Road
North Chicago, IL 60064
Telephone: (800) 323-0513

Military Entrance Processing Station
2107 NE Columbia Boulevard
Portland, OR 97211-1987
Telephone: (503) 221-2749

Occupational Outlook Handbook

A major source of occupational information listing some 200 occupations. Provides information concerning working conditions, job duties, training or education required, earnings, future employment trends, lines of advancement and location. The *Handbook* also includes data for selected industries including location, principal occupations and working conditions.

Note: A major source of vocational guidance information for individuals making the transition from school to work and for individuals entering or reentering the work force at later stages in their life. Covers many, though not all, occupational areas. Job titles are coded to the 4th edition *Dictionary of Occupational Titles*.

Date of Issue: Biennial

Cost and Availability: \$22.00 (paper), \$24.00 (cloth).

Stock Number: Paper-029-001-02942-0 Cloth-029-001-02941-1

Make check payable to "Superintendent of Documents."

Available in most high school or community college counseling centers; also available in libraries.

Occupational Outlook Quarterly

Variety of articles on job outlook. Topics covered in recent issues: high paying jobs that do not require a 4-year degree, job outlook for college graduates through the mid 1990's, jobs of the future, job opportunities in federal, state, and local government, how workers obtain their training, fastest growing occupations.

Date of Issue: Quarterly

Cost and Availability: \$5.00 per year. Make check payable to "Superintendent of Documents."

Available in college, universities, high schools, and public libraries.

Contact: Government Printing Office Bookstore
1305 SW First Avenue
Portland, OR 97201
Telephone: (503) 221-6217

Contact: Government Printing Office Bookstore
1305 SW First Avenue
Portland, OR 97201
Telephone: (503) 221-6217

Occupational Projections and Training Data

National information on demand and supply conditions, training and qualifications for over 200 occupations. A statistical and research supplement to the 1986-87 Occupational Outlook Handbook.

Date of Issue: 1988

Cost and Availability: \$5.50 Stock # 029-001-02974-8

Make check payable to "Superintendent of Documents."

Contact: Government Printing Office Bookstore
1305 SW First Avenue
Portland, OR 97201
Telephone: (503) 221-6217

Standard Industrial Classification Manual

The Standard Industrial Classification was developed for use in the classification of establishments by type of activity in which they are engaged, for purposes of facilitating the collection, tabulation, presentation, and analysis of data relating to establishments and for promoting uniformity and comparability in the presentation of statistical data collected by various agencies of the US government, state agencies, trade associations, and private research organizations. Each establishment is assigned an industry code on the basis of its primary activity, which is determined by its principle product or group of products produced or distributed and services rendered.

Note: The Revised SIC manual will show more categories for service industries, including computer sales, physical fitness facilities, video tape rental, tax preparation services. The manual also establishes new classifications for cable and other pay television firms, radio/telephone communication services, and other high-tech industries.

Date of Issue: 1987

Cost and Availability: \$24.00
Stock Number: 041-001-00314-2
Make check payable to "Superintendent of Documents."
Available in public, college, and university libraries

Contact: Government Printing Office Bookstore
13055 First Avenue
Portland, OR 97201
Telephone: (503) 221-6217

Also available from:

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
Order# PB 87-100012

Standard Occupational Classification Manual

A manual for users of the Standard Occupational Classification (SOC) system developed to standardize reporting of occupational data to the federal government. It contains a short description of the work performed for each of 662 occupational titles, and also lists the Dictionary of Occupational Title (DOT) titles and code related to each SOC title.

Date of Issue: 1987

Cost and Availability: \$24.00

Stock Number: 041-001-00153-1

Make check payable to "Superintendent of Documents."

An index to the SOC by DOT code is also available

("Index: Standard Occupational Classification Manual"
the stock number is 003-005-00180-8)

Contact:

Government Printing Office Bookstore

1305 SW First Avenue

Portland, OR 97201

Telephone: (503) 221-6217

U.S. Industrial Outlook

Narrative discussions and statistics on current and projected developments for over 200 selected industries. Includes short and long-term outlook statements.

Date of Issue: 1989

Cost and Availability: \$24.00

Stock #003-008-00200-5

Make check payable to "Superintendent of Documents."

Contact:

Government Printing Office

1305 SW First Avenue

Portland, OR 97201

Telephone: (503) 221-6217

Appendix A

Counselor Competencies

In addition to identifying competencies for students, the National Career Development Guidelines include competencies for counselors at each of the five levels. Below are competencies for counselors at the high school level:

Guidance and Counseling

1. Knowledge of general counseling theories and techniques.
2. Knowledge of decision-making models.
3. Skills in building a productive relationship between the counselor and the students.
4. Ability to use individual counseling techniques in effectively assisting individuals with career decisions and career development concerns.
5. Knowledge of group processes, their application to career planning and career decision-making, and their use in disseminating career information.
6. Ability to plan and use structured activities to increase students' career development knowledge and skills.
7. Ability to help the student recognize relationships between self-understanding and effective career decisions.

8. Ability to assist the student in identifying personal factors related to career decision-making including effort, personality, values, interests, aptitudes, and motives.
9. Skills in recognizing and modifying stereotypes held by students related to career decisions.
10. Knowledge of role relationships and the use of counseling skills to facilitate personal, family, and career development.
11. Ability to assist the student in identifying contextual factors in career decision-making, including family, friends, educational opportunities, and finances.
12. Knowledge of different cultures of students and the ability to interact effectively with all populations.
13. Ability to understand and help clarify students' decision-making processes.
14. Ability to assist students in understanding the relationship of interpersonal skills and success in school and the workplace.
15. Knowledge of employment information and career planning materials for student use.
16. Ability to identify role models for students in occupations and careers they wish to explore.
17. Ability to assist students in the selection of courses that would be required and/or beneficial for their career choices.
18. Ability to help students set goals and identify strategies for reaching goals.

Information

19. Knowledge of national, state, and local education, training, employment trends, labor market and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields.
20. Knowledge of basic concepts related to vocational-career counseling including career development, career paths, and career patterns.
21. Knowledge of career development and decision-making theories.

- 22. Knowledge of the changing roles of women and men and the linkage of work, family, and leisure.
- 23. Knowledge of resources and techniques designed for use with special groups.
- 24. Knowledge of and the ability to use computer-based career information delivery systems to store, retrieve, and disseminate career and occupational information.
- 25. Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career guidance programs.
- 26. Knowledge of employment information and career preparation and planning materials for student use.
- 27. Knowledge of labor laws, credentialing, certification, and other employment-related requirements.
- 28. Knowledge of basic concepts related to the use of labor market information in career counseling, classification of occupations according to various classification systems, and classification of industries as providers of goods or services.

Individual and Group Assessment

- 29. Knowledge of assessment techniques and measures of aptitudes, achievement, interests, and values.
- 30. Ability to identify assessment resources appropriate for specific situations and populations.
- 31. Ability to evaluate assessment resources and techniques in terms of their validity, reliability, and relationships to race, sex, age, and ethnicity.
- 32. Ability to demonstrate the proper administration of assessment techniques.
- 33. Ability to interpret assessment data to students, parents, school administrators, and other appropriate individuals or groups of people.

Management and Administration

34. Knowledge of program designs that can be used in the organization of career guidance programs.
35. Knowledge of needs assessment techniques and practices.
36. Ability to assess the effectiveness of current career guidance programs and practices in meeting prioritized goals.
37. Ability to develop a comprehensive career guidance program plan.
38. Knowledge of management concepts and leadership styles used in relation to career guidance programs.
39. Ability to adjust management and administration methods to reflect identified career guidance program problems and specified situational needs.
40. Ability to identify/develop and use recordkeeping methods to account for the delivery of required career development experiences and to the extent to which each student received the required experiences (including those delivered by teachers, parents, and community-based personnel).
41. Skills in developing marketing/promotional activities designed to foster community support for career guidance programs and initiatives.
42. Ability to prepare proposals, budgets, and timelines for career guidance programs.
43. Ability to identify staff competencies needed to remain current with career guidance practices and resources.
44. Ability to design, conduct, analyze, and report an assessment of student outcomes that can be attributed to a comprehensive career guidance program.

Implementation

45. Knowledge of program adoption and planned change strategies.
46. Knowledge of personal and environmental barriers affecting the implementation of career guidance programs.

- 47. Ability to implement individual and group programs, appropriate for high school students, in a variety of career development areas including assessment, decision-making, career information, and general career counseling.
- 48. Ability to implement a public relations effort on behalf of career guidance activities, services, and outcomes.
- 49. Ability to plan, organize, and manage a comprehensive career resource center.
- 50. Ability to establish linkages with community-based organizations that provide placement services.
- 51. Knowledge of local and state employers as referral sources for employment opportunities.

Consultation

- 52. Ability to assist teachers and staff in understanding assessment instruments and their value to students.
- 53. Ability to assist teachers and staff in developing an articulated high school career development curriculum.
- 54. Ability to assist teachers and staff in developing curriculum that addresses all areas of career development.
- 55. Ability to assist teachers and staff in teaching a guidance curriculum learning activity or unit in the classroom.
- 56. Ability to assist teachers and staff in working with business/industry personnel to provide instruction on employment expectations, changes in the workplace, and job requirements.
- 57. Ability to assist teachers and staff in working with students to explore various employment and career opportunities.
- 58. Ability to provide programs that encourage the elimination of bias and stereotyping with regard to gender, race, and handicapping conditions.
- 59. Ability to assist parents in understanding students' interests, aptitudes, and achievements.
- 60. Ability to assist parents in understanding the components of the career decision-making process.

- 61. Ability to assist parents in helping students explore educational and career options/alternatives.
- 62. Ability to assist parents in becoming aware of a variety of career development and educational opportunities available to students after completion of high school.
- 63. Ability to assist parents in working with students to develop individual career development and educational plans for implementation during and after high school.
- 64. Ability to assist parents in working with students in coping with family issues and decisions.
- 65. Ability to convey program goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority: legislators, executives, and others.
- 66. Ability to provide data on the cost-effectiveness of career guidance programs.

Special Populations

- 67. Sensitivity toward the unique developmental issues and needs of minorities and/or students with special needs.
- 68. Sensitivity toward and knowledge of various handicapping conditions and necessary assistance and requirements.
- 69. Knowledge of realistic career expectations for individuals with special needs.
- 70. Ability to identify community resources and establish linkages to assist students with special needs.
- 71. Ability to listen to, establish rapport with, and find appropriate methods or resources to communicate with limited-English-proficient or impaired students.

Appendix B

**OREGON NONAGRICULTURAL WAGE & SALARY EMPLOYMENT
COMPARISON OF 1979, 1988 ANNUAL AVERAGES FOR MAJOR INDUSTRIES**

	1979	1988	Emp. Change 1979-1988	% Change 1979-1988
TOTAL WAGE & SALARY	1,056,200	1,152,300	96,100	9.1%
MANUFACTURING, TOTAL	228,500	214,300	-14,200	-6.2%
Durable Goods	171,800	155,900	-15,900	-9.3%
Lumber & Wood Products	81,200	68,700	-12,500	-15.4%
High-Tech Industries	30,000	27,200	-2,800	-9.3%
Other Durables	60,600	60,000	-600	-1.0%
Nondurable Goods	56,700	58,400	1,700	3.0%
Food & Kindred Products	25,200	24,100	-1,100	-4.4%
Printing & Publishing	10,000	13,500	3,500	35.0%
Other Nondurables	21,500	20,800	-700	-3.3%
NONMANUFACTURING, TOTAL	827,700	938,000	110,300	13.3%
Mining & Quarrying	2,400	1,400	-1,000	-41.7%
Construction	53,000	39,000	-14,000	-26.4%
Transp., Communication & Utilities	60,000	60,500	500	0.8%
Trade	256,800	291,300	34,500	13.4%
Finance, Insurance & Real Estate	69,100	73,600	4,500	6.5%
Services	185,700	260,600	74,900	40.3%
Government	200,700	211,600	10,900	5.4%
- Federal	29,900	31,700	1,800	6.0%
- State	54,400	58,600	4,200	7.7%
- Local	116,400	121,300	4,900	4.2%
Goods - Producing Industries	283,900	254,700	-29,200	-10.3%
Service - Producing Industries	772,300	897,600	125,300	16.2%

Appendix C

Model High School Career Guidance and Counseling Programs in Oregon

In Oregon, career guidance and counseling are supported by a variety of state agencies and organizations, including the Oregon Department of Education's Student Services Section and Division of Vocational-Technical Education, Oregon Career Information System and the Oregon Occupational Information Coordinating Committee. Each of these organizations works with education and employment and training programs to assure student/client development needs are met.

In 1988, the Department of Education began a search for model high school career guidance and counseling programs. Schools submitted formal applications, and the model programs were then selected by a panel of state and local personnel. The final model high school career guidance and counseling programs were Amity, Churchill (Eugene), Enterprise, Harrisburg, Madison (Portland), Nyssa, South Eugene, and Tillamook. Limited funds were made available from the Department of Education to help these schools further enhance their programs. Funds were also made available to personnel from districts around the state desiring to visit one or more model sites to gather information to help develop their own programs.

Two of the model programs, Churchill and Enterprise, are described in Section 4 of this publication along with their sample materials. Descriptions and contacts for the other six are included in this appendix. If one of the model programs sounds interesting, contact the person listed for that site to make arrangements to learn more. Information on the model high school career development sites is also available from Bill Lesh, Career Guidance Specialist for the Department of Education, 700 Pringle Parkway SE, Salem, OR, 97310, telephone 378-5585.

★ Amity High School

503 Oak Street
Amity, Oregon 97101
Telephone: (503) 835-2181
Contact Person: Toni Riddell

Amity High School's career education program is comprised of (1) an integrated career education program, (2) the advisor-advisee program and (3) the Personal Career Profile notebook, which coordinates and documents a student's four years of high school as well as identified career goals and (4) the counselor, who coordinates the entire career education program. The goals of the program are to promote self knowledge, goals and decision making; to support the process of selecting and preparing for a career; and to foster feelings of uniqueness, pride and self-confidence. Each full time staff member is assigned from 12 to 15 advisees. Advisors meet with advisees two to three times each term, more if necessary. This program assists students to continually upgrade their career files and to make appropriate career and coursework decisions. The advisor keeps information and forms on file for each advisee, such as an activities and accomplishments check sheet, goal and data sheets and updated four-year plans. The Personal Career Profile was developed to provide immediate access to personal and school-related information necessary when completing scholarship, job and college applications. This Profile also meets student needs to document and showcase their involvement in school activities, achievements and awards as well as academic and attendance records. The Personal Career Profile becomes a collection of four years of high school involvement and achievement.

★ Churchill High School

(see page 75)

★ Enterprise High School

(see page 43)

★ Harrisburg Union High School

400 South 9th Street
Harrisburg, Oregon 97446
Telephone: (503) 995-8271
Contact Person: Karyn George

Harrisburg Union High School's guidance program is a career development guidance program which focuses upon "transitioning" and supports the 2+2+2 concept. The guidance program offers Guaranteed Services to all students.

Students complete a sequence of career development activities during their high school years. Each student has a personal portfolio which records the activities accomplished and the results of their program. Students also have individualized computer diskettes for their career and educational planning. Career development is incorporated into the curriculum, notably in English, Personal Finance and Social Studies. Counselors assist teachers with these infusion activities.

Harrisburg requires students to do an activity using the Career Information System each year. The High School Planner is also used annually to create and update each student's four-year educational plan. At least two assessment instruments are given annually. The Harrisburg program emphasizes development of greater self understanding and the acquisition of knowledge regarding occupations, post secondary education and the world of work. It is recognized as a highly effective career development and transitioning program with articulated services and programs in the school, community and state.

★ Madison High School

2735 N.E. 82nd Avenue
Portland, Oregon 97220
Telephone: (503) 280-5220
Contact Person: Judith Lepert

Madison High School offers a one semester course entitled "Principles of Career Success," combined with student file folder checklist activities. Within the "Principles of Career Success" class, major topics covered include Planning for Your Future, Entering the World of Work, and Developing Your Skills and Understanding. The Career Center is a focal point for the school's career guidance program, offering a wide variety of print, computerized and audiovisual materials. The Career Information System is an integral component of Madison's program, with all students required to access the system via QUEST at least once during their high school years. Students are required to complete a variety of assessment instruments, including at least one of CFKR's Career Exploration Series or the Job-O, the DAT, CAPS or ASVAB, a Worker Trait Group Checklist, Voc/Tech Training Screener survey, and the College Major/Minor Finder Survey. Madison also uses parent and student surveys which gather post-high school plans and desired high school course of study. Job search activities include obtaining a Social Security card and work permit, completing a job application, preparing a resume, writing a cover letter and developing appropriate interviewing techniques. To successfully complete "The Principles of Career Success" course, students must be checked off on 28 separate activities.

★ Nyssa High School

824 Adrian Boulevard
Nyssa, OR 97913-3689
Telephone: (503) 372-3608
Contact Person: Anne Mathews

At Nyssa High School, career exploration and decision-making are infused into the curriculum, particularly in Science, Business Education and Vocational Education. There is an 11th grade career education class, and career education within the required Personal Finance/Careers class.

Nyssa High School's career guidance and counseling program places emphasis on self-understanding, decision-making, parent involvement and extensive use of community resources. Interest inventories are administered and results reviewed at all grade levels. The EDITS Program is used -- COPS with freshmen; COPS, COPEs, CAPS and Comprehensive High School Planner with juniors. Juniors also are given the ASVAB, with booklets and interpretation used as a follow-up. All students participate in an annual Career Day.

Nyssa High School has a wide array of computerized, print and audiovisual career information resources available for student and classroom use. They use the Career Information System's Micro-QUEST, Micro-SKILLS and Micro-SCHOOL SORT software and accompanying publications.

★ South Eugene High School

400 E. 19th Avenue
Eugene, Oregon 97401-4190
Telephone: (503) 687-3201
Contact Person: Laurene Larsen

The South Eugene High School Career Center is the focal point for the school's career guidance and counseling program. Among the Career Center resources and services are Micro-CIS, Micro-SKILLS, college catalogs and references, laser disks, magazines and publications, scholarship research with the aid of an adult volunteer, posters and reply cards and coordination of college and military visitations. South Eugene annually co-hosts the Southwest Oregon College Faire and has hosted the Lane County Job Fair.

The Career Center also sponsors a series of career seminars which bring community members to discuss their occupational fields. A Financial Aid Night offers assistance to students and parents as they complete financial aid application forms. South Eugene uses a Guide program to assist students plan their high school curriculum.

The South Eugene program seeks to disseminate occupational information and provide a general exposure to the working world. Students learn to develop posi-

tive attitudes needed for success in the high school. They receive specific information about careers, aptitudes, colleges and financial aid through the Career Center program.

★ **Tillamook High School**

2605 12th Street
Tillamook, Oregon 97141
Telephone: (503) 842-2566
Contact Person: Judy Marvis

Tillamook High School's career development program involves a one-semester class in the junior year and makes extensive use of a variety of self assessment instruments and community resources. The goals of the program are for students to develop a career plan based on self-knowledge and knowledge of the world of work, to explore high interest career areas, to obtain information about post high school opportunities, to identify skills needed to find and maintain a job and to gain entry level skills and knowledge in a chosen career area.

At the ninth grade level, students identify a tentative career plan and choose courses suitable to that plan. Parents assist in the process, and plans are discussed in the annual guidance conference. All students use Micro-CIS and are involved in the Pacific Northwest Bell "Choices" program. In Grade 10, all students take the COPS and review their career plan with a counselor.

A one-semester career development class is required in the junior year. Work experience available for interested students. For both juniors and seniors, there is a College fair and students may participate in state college visitations.

Among the variety of self assessment instruments are the Test of Achievement and Proficiency (given yearly to all students), National Educational Development Test (9th and 10th grades), PSAT (11th grade), SAT (11th and 12th grades), COPS (10th grade), ASVAB (all 11th grade students). The CIS QUEST is required of all ninth graders and may be used on request thereafter.